

SUMMER DIARY

France: a channel or an ocean away?

We had left France before the recent political excitement for a month of British-based wanderings. But France is never far away all the same. In Wales, the striking miners' children are taking French holidays, thanks to the CGT union. And we are making linguistic progress. Crack the phonetic code and *chic!* the nearby village of Eglwyswre becomes the Eglise or church of St Uru.

But as we renew contact with some of the pillars of the British education system and encounter some of its hidden props, the contrasts in values reassert themselves. I think of a young man from Liverpool whose only way to combat the job shortage — "no permanent teaching jobs on offer here!" — is to combine three days a week in primary school with part-time work in a prison and a mental hospital.

Frightening, this intra-mural activity? No, fascinating and something which has made him professionally, if not financially, happy to be trained as a teacher — and clearly valued by those he works with. Teaching creative writing work unlocks the mental doors if not the physical ones. He says he is the learner faced with "pupils" unashamed to express their emotions.

I think too of a London-based primary school teacher, an Irishwoman, much in demand to combine her classroom work with the telling of folk stories in the local library. Underlying the excitement of the story, there is craftsmanship and expertise. It is with her I catch an Open University programme about community-oriented learning in her native Belfast. This ranges from self-help groups to reorganized classes in the local comprehensive, with adults welcome to work for GCE. The students, both young and old, think that the atmosphere is wonderful. It is impressive.

But it is a film which would certainly arouse official and union controversy in France, though I can think of individuals who would have liked it. The idea that teachers might have a relationship with their pupils which is anything other than the transmission of knowledge is one consenting adults might talk about in private. But openly? *Non et non et non!*

Child snatching by the State

When the professor of education at Strasbourg University, Louis Legrand, flew a kite in an official report in 1983 that pupils in French comprehensive schools ought to have a tutor, and what is more should choose one, the reactions ranged from the sublime to the ridiculous. It was unfair, it might give the teacher an advantage (another one!) over pupils. It was another example of the State trying to snatch children from the family, and more.

But those French whose views about the effectiveness of education are based on observation, and not just on political loyalties or ideology, are returning to the fray. A decade ago,

Antoine Prost, France's best educational historian and professor at the *Institut des Etudes Politiques* in Paris, was the key figure in a report on secondary education, which noted that teachers shut their eyes to changes in society — and their pupils: "*le courant passe mal*".

Today, the chairman of the official committee which recently reported on the *lycees* (fifth year and upwards) which the Government would like to take 80 per cent of the age group within 10 years, rather than the present 50, he inveighs against the continued shortsightedness of teachers and the stupidity of some polemical bestsellers which suggest that teaching is the passive transmission of facts.

I saw him in action in front of an audience at Beaubourg the other day, the fastidious researcher suddenly transformed into a tornado. "When you throw back pupils' work like that — zing! and a book hits the floor — don't you think this is a relationship?"

One can only wish him well. When I once begged some teachers to be kinder with a pupil being shunted between her divorcing parents the answer was instantaneous. "Madame Corbett! We are teachers, not social workers!"

But on professional grounds British teachers might envy French colleagues in at least one respect. The British ones I've quoted had anti-nuclear stickers on their cars. "Don't you know?" said the Belfast lady. "We're part of the Marxist-bias-which-is-rotting-British education to much of the great British public." She draws my attention to a shot in the Open University programme of a well on which was painted: "Workers are the slaves of the capitalist society. Women are the slaves of the slaves."

In France, Marx has after all been digested by the educated of all persuasions: a historical reference to be taken into account, whether or not they like the analysis, just like Darwin and Freud. I have never seen anything there like the witch-hunting I now notice here, even in sections of the quality press. Nor could I see journalists or politicians getting away with mere smears.

But French teachers do have an advantage — I think now — in having the curriculum outlines hammered out at national level between the inspectors and the representatives of the teachers' associations, and when approved by the Ministry, made the outline within which publishers and teachers must work.

That puts accountability where it can properly be exercised. It makes the public better informed. And it necessitates the adoption of procedures for dealing with controversial



Parliant holiday... a welcome for the miners' children

issues in the classroom. "Parts of everyone's educational birthright," as the co-authors of Hachette's successful history textbook series, which covers the nineteenth and twentieth century, Jean Mathiez and Rene Benichou put to me the other day.

Reopening an emotional sore

They were explaining how in their latest textbook — for second-year sixth-form programmes — they have had to deal with the Algerian war, still an emotional sore to the French. The method is reminiscent of Laurence Stenhouse's *Humanities Curriculum Project* (which British teachers thought was treading on their territory). Allied with the well-presented text is a selection of contemporary and conflicting evidence — photographs and extracts from documents.

Major public controversies about the curriculum are not necessarily negative. Recent ones are quite rightly fierce in the literary subjects. (Antoine Prost's committee recorded impressive improvement in achievement in maths, economics and modern languages.) Thus philosophy has made up some of its lost ground and is now compulsory in technical education. History is being reintroduced into primary schools, where it has been lost in a mishmash in the spaces between the French three Rs. And teachers have been told to pay more attention to chronology. But the baby is still in the bath. The programmes have not been hysterically jettisoned.

One should perhaps underline that no programme is classroom-proof. During the history row I dropped into a "typical" — is non-smart — Paris comprehensive to sit in on a fourth-year class. The teacher was admirable, melting her pupils to draw on family memories to support or contradict a contemporary document in the textbook. I was some of the pupils who were horrified at taking advantage of the

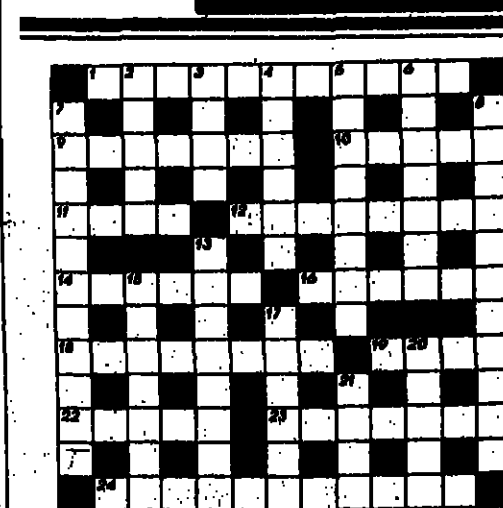
free discussion put on for my benefit, one girl immediately complained that "history wasn't as good as last year when our teacher gave us lists of dates." A story with a sad ending. "Don't use my name," said the teacher. "I don't want to attract an inspector's attention."

Back to Paris next week to see how the energetic, intelligent (and Byro-

nic) Jean-Pierre Chevènement is making out. Will he be too interventionist? His ideas are somewhat similar to Tony Benn's. But unlike Benn it will be the policies not the private life and personality which comes under the microscope. I won't be sorry to get back to the French daily press.

Anne Corbett

No 164 CROSSWORD by Rufus



Down

- 2 He'd put in little work, yet had expectations (5)
- 3 Even well-dressed shears are now (4)
- 4 Novelist about fifty. Not quite (6)
- 5 Not very bright but in charge of the players (6)
- 6 Kind of resort where disease is treated (7)
- 7 Doggedness is defined from its presence (11)
- 8 How near David got to Golliath (6,5)
- 13 Publicly accused a royal person holding one up (8)
- 15 A couple of pages of praise and praise (7)
- 17 Politician in new case appeals (6)
- 20 Subject those people to the ultimate in abuse (11)
- 21 Just final (4)

- Across**
- 1 Poor little creature! (11)
 - 9 More changes put around by a ruler (7)
 - 10 Precede instruction to enforce payment (5)
 - 11 Such pompously is not a front (4)
 - 12 A time when the populace is at cross purposes (8)
 - 14 Badly teased, but not standing for it (6)
 - 16 Rushes about and puts you in your place (6)
 - 18 One has a job to get money from one (8)
 - 19 State of a hut that needs putting in order (4)
 - 22 A measure of restraint (3)
 - 23 Locate unpleasant smell, but this won't cure it (7)
 - 24 Advertisers are represented on opposite sides (11)

Solution to puzzle No 163

1. CREATURE 2. WORK 3. SHEARS 4. FIFTY 5. NOT 6. CHARGE 7. RESORT 8. DOG 9. CHANGES 10. PRECEDE 11. POMP 12. TIME 13. PUBLIC 14. TEASED 15. PAGES 16. RUSHES 17. POLITICIAN 18. MONEY 19. HUT 20. SUBJECT 21. FINAL 22. RESTRAINT 23. LOCATE 24. ADVERTISERS

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L.e.a.s attack 'special case' claims on teachers' pay

by Mike Durham

The management side in the teachers' pay dispute will tell the arbitrators on Monday that there are no grounds for making teachers a "special case" in pay negotiations.

In an abrasive 60-page submission of evidence to the arbitration panel, local education authority employers dismiss the teachers' claim that money could be available to increase the 4.5 per cent offer already on the table.

"They go on to adopt a harsh 'market forces' argument that teachers do not need higher relative pay to maintain

on Report set a "benchmark" by which teachers' pay should be judged relative to other professions.

"L.e.a.s. can only pay what they can afford and what is sufficient to recruit and retain teachers of suitable quality."

But the evidence of teaching unions asserts that local authorities or the Government could find ways of paying classroom teachers more, despite the constraints of cash limits.

The teachers say that cash limits are flexible for favoured groups. They point out that extra money was transferred to pay for salary increases to the police and nurses.

"A similar way could be found for financing the teachers' pay award. Cash limits are not inviolable."

The Teachers' Panel submission argues that teachers pay has dropped back by comparison with other professional groups since the Houghton Committee awarded them comparability in 1974.

It claims a marked deterioration in the financial and social standing of teachers since then. Teachers, it adds, are facing an even more stressful job.

A section called "Today's Teacher" — reported in last week's *TES* — argues that classroom teachers deserve more sympathy from the arbitrators because of the increasing demands of the job.

The management side claims, however, that in a shrinking job market, with a steady availability of high-quality young teachers eager to enter the profession, there is no reason for L.e.a.s. to revalue the teacher's job.



Summer idyll at Crane Park, an informal nature reserve in Twickenham. The park, which aims to balance recreation needs with wildlife preservation, has a full-time warden to give lectures and a tower, remaining from gunpowder mills which used to occupy the site, is to be converted into an educational centre.

Picture: Janine Wiedel

Reluctant mountaineers advised to stay at home

by Bert Lodge

Expeditions are not necessarily a good thing for city youngsters, according to one of the country's leading experts of outdoor pursuits.

Mr Rob Collister, a climbing instructor at Plas y Brenin National Centre for Mountain Activities, North Wales, has condemned the indiscriminate invasion of the hills by young people indifferent to the outdoor life. Such youngsters could get just as much action, thrills and adventure if they stayed at home, he maintains.

"I have for some years vehemently defended myself against the charge, that I and others like me are filling our tiny but precious mountains with youngsters who do not want to be there and gain nothing by being there. Now I am beginning to have my doubts," he writes in *Adventure Education*, the

Journal of the National Association for Outdoor Education.

Mr Collister calls for adventure activities to start in the city and only progress gradually to the country.

Youth Opportunities Programme courses have created a fresh invasion. "A good idea in themselves... but many youngsters attend only grudgingly because otherwise they would not be paid... The educational benefit does not justify the environmental damage."

Every lake in Snowdonia contains tin cans and broken glass, he claims. "High camp sites are betrayed from afar by rings of stones. Closer inspection reveals a wider circle of blue Marvel sachets and poly bags and in all probability a pile of rubbish shoved under a boulder."

Ministers insist on wider option for 16-plus RE exam

Government ministers have instructed the exam boards to make sure that they cater for pupils who wish to take a 16-plus exam in a religion other than Christianity.

But at the same time they must also offer syllabuses solely concerned with the study of Christianity.

"We would expect the great majority of candidates will wish to follow syllabuses concerned wholly or mainly with Christianity, but provision has to be made, as the criteria allow, for the minority of candidates who, at present, wish to study other religions," Sir Keith Joseph says in a letter to Sir Wilfred Cockcroft, chairman of the Secondary Examinations Council.

The Education Secretary and Mr Nicholas Edwards, the Welsh Secretary, were responding to the exam boards' proposals for 16-plus exams in religious studies, which they have broadly welcomed.

To ensure that the subject is studied in sufficient depth, they recommend that no child doing a course in comparative religion should study more than three of the major world creeds.

Elsewhere, the ministers reiterate their call for exam papers of differing levels of difficulty to cater for candidates of varying ability and recommend that questions should be angled to reward testing understanding and critical evaluation not just factual recall.

More 16-plus responses, page 5.

Extra benefit urged to fight poverty

by Susannah Kirkman

Child benefit, now under threat of abolition from the Treasury, should be doubled to stem rising poverty among Britain's children, according to new research from Bristol University.

The work uses Government figures to show that the number of children in poverty has risen from 430,000 in 1977 to nearly 5.5 million this year, although the total number of children has risen by one million between 1977 and 1981.

Professor Peter Townsend, of the university's department of social administration, says a family is suffering poverty if its income is less than, or slightly above the rate of sup-

plementary benefit.

"He claims that child benefit is essential for poor families as it increases the incomes of those who fail to claim family income supplement or supplementary benefit. Fifty per cent of those entitled to family income supplement do not claim it."

Government ministers have confirmed that they are considering taxing child benefit as part of a review of the social security system. The tax would mean a reduction in benefit of nearly £2 for 85 per cent of families.

But as well as contributing to the dietary and health needs of children

and mothers, child benefit improves the disposable income of families with children compared with households without children, according to the report. Families with children should not bear the whole burden of decreasing public expenditure, Professor Townsend says. Yet for some years they have been paying disproportionately higher taxes than those without children.

He asserts that child benefit is one of the most effective ways of helping poor families because it is universal, and no disincentive to seeking paid employment.

The Government is reneging on

earlier promises to protect child benefit, Professor Townsend insists. The report quotes the Secretary of State for Social Services issuing "a categorical guarantee about child benefit. We do not intend and never intended to change the basis of that benefit" (*Hansard*, June 27, 1983).

Professor Townsend would like child benefit to be index-linked.

Fewer Children, More Poverty: an *Income Plan* by Peter Townsend, Department of Social Administration, School of Applied Social Studies, University of Bristol, 40 Berkeley Square, Bristol BS8 1HY. Price £3.

THIS WEEK

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Fresh blood

"New blood" trickles into primary research.

Photocopy deal

Education authorities agree to pay out for photocopying.

Heads challenge

Bert Lodge on a democratic challenge to the power of the head.

Platform

An A level examiner reflects on the standard of this summer's scripts.

Animal activist

Susan Thomas interviews Jean Pink, the one-time teacher who became chairman of the country's fastest-growing animal welfare organization.

Not safari?

Sara Parker visits a traditional



Ghananian village — in darkest Hertfordshire (pictured)

Arts/Books

Dennis Hackett reviews a biography of Nehru, Elisabeth Henry reviews CV Wedgwood's new history, Pierre Watter discusses the current political unease in Spain; Nigella Lawson on new feminist writing; Brandon Russell, Katyn Watter, and Kenny Mathieson on short stories; Gerald Feigh on children's literature. ELF textbooks

Resources/Media

Voices from the Past: Liz Heron visits the Sound and Video Archive at the London History Workshop Centre. David Self reviews audiotapes and filmstrips on religion; Gillian Klein reviews Channel 4's *People to People: Struggles for Black Community*; Gillian Macdonald on Let's Parlez Français, described as "an unprecedented kind of educational programme".

18-22

23, 24

The Algerian war... still sore point in French

Putting up the ante

Reports of a move by a group of industrialists (prodded, no doubt by Mr Kenneth Baker) to set up an industry-sponsored college or joint training centre to step up the supply of graduate information technologists (page 3) follow close on the heels of the recent first report of the Butcher Committee on Information Technology. John Butcher MP, parliamentary under-secretary of state at the Department of Trade and Industry, headed a group which included industrialists and academics as well as Mr Peter Brooke, the higher education minister at the Department of Education and Science, which estimated that there is now an absolute shortage of 1,500 IT-related graduates (mainly in electronics and computing science), which will rise to 5,000 by 1987-88 unless something is done.

As the report itself acknowledges, figures for shortages are pretty speculative: it is not really realistic to imagine a world in which supply and demand are in complete equilibrium. The labour market has its own way of filling up gaps - by upgrading, by substitution, by increasing rewards to wrinkle out expertise wherever it may be found. But Mr Butcher and his colleagues had anecdotal evidence to suggest "a very rapid upward movement in pay levels" - something which, if substantiated, would make this different from

previous generalized claims about shortages of engineers.

The DES projections suggest that the universities and polys are increasing the supply of these specialists: plans up to 1989-1990 forecast a 24 per cent rise in electrical and electronic engineering; a 44 per cent rise in mathematics; a 61 per cent rise in computer science; and a 20 per cent rise in physics. This represents not just a global switch to science and engineering but within the science and engineering category, to disciplines related to IT. It is obvious (though the report glosses the point over) that the university cuts of 1980 have not helped. Even if science and technology was, to some extent, sheltered, the universities' output in most of these professional areas seems to be on a plateau, and many of the increases for which the DES is now taking credit come from the polytechnics which, against DES policy, took advantage of the 1980 university cuts to increase their share of higher education.

The Government is clearly looking to industry to inject more resources and effort. The immediate need would seem to be for more courses and programmes to turn graduates with a science and engineering background (but not necessarily in the disciplines immediately related to IT) into useful information technologists. Industrialists are, it seems, willing to provide key executives as

visiting professors and lecturers, help with the supply of modern equipment, "commission universities and polytechnics to supply contract education e.g. conversion courses, development courses, updating programmes", and enter into joint commercial ventures with academic institutions which would enable universities and colleges to share in the fruits of combined endeavours. Such cooperation could take many forms and, ideally, build up the resources and expertise of selected existing institutions. This must be a better idea than to start up new "private" colleges from scratch for ideological reasons; especially if (as it is) time is of the essence.

One major issue is hinted at in the Butcher report but only in passing. That is the supply of teachers. Information technology draws on the same supply of graduate scientists and engineers as higher and further education, and on some of the disciplines which have been hardest to recruit for secondary schools, too. The more effort goes into publicizing the opportunities in IT, and providing conversion courses for mathematicians and physicists to join in the gathering of the spoils, the harder it will become to hold on to, let alone improve the recruitment of, "hard" scientists into teaching.

The more teachers learn about computing and develop some expertise in the application of

computers to solve educational problems, the more likely it will be that some of those now in post will seek to convert their skills to the needs of industry. (Nor will teachers take kindly to the suggestion that they should themselves subsidize their own in-service training in computers for schools - see Letters, page 12 - when they find government and industry showering inducements on those who go in for transfer courses.)

It could be that this is already causing a slight increase in teacher wastage. It would be extremely strange if Mr Kenneth Baker's information technology panegyrics did not cause some young teachers to investigate the chances of making their version of this famous "switch" which lies at the centre of government policy.

Certainly, this emphasis on directly marketable skills will throw into sharp relief the salary differentials between those in education - in all institutions, higher, further, primary and secondary - and those whose value has suddenly been discovered by the electronics industry and those concerned with the application of computers throughout industry and commerce. It will be no use the Government complaining about a shortage of high quality school specialists in science and mathematics a few years from now: ministers should go into this with their eyes open and face the implications of what they are doing for (and one day it) Burnham arbitration.

COMMENT

Copying on the cheap

The photocopying agreement hammered out between the I.C.A.S. and the Copyright Licensing Agency, even in its modest preliminary form (page 6), is rather like the Health and Safety regulations: obviously right but mind-boggling in its implications.

It has become increasingly clear that the authors and publishers of textbooks have a case. The more capitalization has been squeezed, the more prevalent has become the practice of spreading it thinly through thousands of worksheets, rather than concentrated into expensive sets of books.

Illegal photocopying must by now be so deeply embedded in the fabric of school life that putting a figure and a price on it is a Herculean task. The figure of £350,000 for a year's photocopying rights is agreed to be only a modest start.

A truer reflection of the state of play is probably to be found in the wave of pure panic which engulfed Manchester's schools and colleges earlier this

year, when a court order led to a massive operation (later abandoned in disarray) to collect all photocopies which might infringe copyright laws. It was the prospect of more legal injunctions to follow which clearly persuaded the local education associations that some sort of financial arrangement would have to be arrived at. Any individual I.C.A.S. which chooses to opt out of paying its share of the first lump sum will be gambling against facing a legal action of its own.

At present, there seems little incentive to opt out, since £350,000 split 104 ways looks a reassuringly small price to pay, but if the cost rises much beyond £2m, it could look very different.

We shall presumably have to wait a year or two to see the full extent of this new drain on capitalization (if that is how the I.C.A.S. choose to balance their books), but leaving aside the risk of further classroom cuts, the effects might not be all bad.

Photocopying takes up an inordinate amount of teaching and resource staff time and, though some undoubtedly believe that developing their own worksheet product can be sounder educationally than textbook learning, there will be many who will thankfully give it up if it is no longer a

demonstrable economy. I.C.A.S. would be wrong to see a licence to copy as way of reducing their bill for books. Used on any scale as a substitute for buying books, the photocopying machine is an expensive luxury. What this agreement is about is recognizing the property rights of authors and publishers, not a cheap way to avoid buying books.

Broad base for CATE

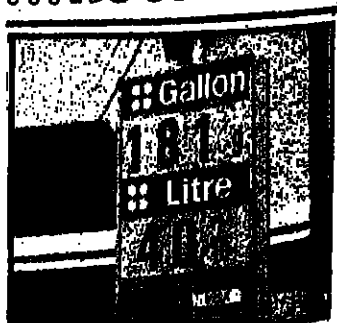
It has taken longer than expected to announce the members of CATE - the latest acronymic creation which shrouds the Council for the Accreditation of Teacher Education. Professor William Taylor's appointment as chairman was made known in April when Circular 3/84 set out the procedure by which existing teacher education courses are to be reviewed. The council will use the criteria set out in the Annex to the Circular as the basis for accreditation. Whether a course is deemed to satisfy the criteria will ultimately depend on the Secretary of

State's decision - CATE is only advisory - but in practice CATE's recommendation will be what clinches it. Securing accreditation will force the colleges and university departments to go through a number of hoops: no course will be approved which is not supported by a local committee on which "the providing institution, local education authorities in the area, practising school teachers and members of the community outside the education service are represented". In assessing the quality of the courses presented to it, CATE is clearly expected to rely heavily on HMI reports and, through HMI assessors, on the less formal judgments of HMI. Presumably the only likely circumstance in which the Education Secretary would set aside CATE's advice would be where the Council disregarded strong HMI views. But no doubt the Council will also form its own judgments. A visitation programme will take its members round the relevant institutions to see and hear for themselves.

On the face of it, a broad-based committee has been mustered which includes the president of the NUT, the secretary of the Secondary Heads Association, a Conservative and a Labour education committee chair-

man, an assistant polytechnic director, two college principals (one from an I.C.A.S. college, one from a Church college) and an assortment which contains two CEOs, a chief inspector, a professor of education, a head, a secondary school head of department, an education correspondent and a couple of senior industrial managers. Dr Bernice Martin and Mr Renford Bambrugh, two university dons, are there, presumably, to add a little Josephite rigour. Dr David Hughes, the ILEA chief inspector, turns up in the guise of Sir Keith's favourite radical educator, and all the more welcome for that.

...no comment



Second opinion

Redefining bias in the classroom

Lady Olga Maitland's dossier to Sir Keith Joseph on political bias in schools (*TES*, August 3) must surely introduce a new element into the battle for control of the curriculum whether hidden or formal. On what basic premises are these new battle lines being drawn up? On what criteria does a political pressure group such as "women and families for defence" draw up critiques for consideration of "political bias" inside secondary schools?

But, first, could one suggest, tentatively, that politicians, as well as

parents and teachers, have some responsibility to give guidance to the young? What, therefore, should one deduce from the situation depicted in the recent report, where a student who was a young Conservative, who had already made his political position clear to his classmates and was known to be absent from class in order to attend the annual party conference, then claimed to be surprised at the desire of his contemporaries to engage him in debate? What kind of political guidance is being given to a young man, just finding his feet within his chosen political party structure, that he chooses to channel comments through a political pressure group rather than through his parents, subject teacher or head teacher or contends with the local education structure? Mr. Evans has been accepted into an open sixth form and has enjoyed a wide freedom of choice over subject options, alternative syllabuses, all being well established O and A level courses in use across the country. Obligations for

comment exist.

Whatever may be the nature of the influences outside school on Mr Evans, the comments made in *The TES* report seem to offer some indication of the criteria being used for this new line of attack on the existing school curriculum.

History teachers, familiar with the well-worn arguments on bias in history teaching, will note a new dimension, that "bias" relates specifically to issues concerning American foreign policy. History teachers, familiar with the well-worn arguments on bias in history teaching, will note a new dimension, that "bias" relates specifically to issues concerning American foreign policy. History teachers, familiar with the well-worn arguments on bias in history teaching, will note a new dimension, that "bias" relates specifically to issues concerning American foreign policy.

number of well-used terms in popular currency have taken on new meaning. "Left-wing", "propaganda", "political indoctrination", now run easily off the tongue for many people, as indeed does "fascism". Is there now a new connotation to each of these familiar words? Can all one's colleagues, for example, from widely differing backgrounds and attitudes, all deserve the same quick labelling? (Should teachers respond to such stereotyping done from a party political stance?) Equally, when does "discussion" now become "propaganda"? What set of ideas is being subsumed under the umbrella of "bias" or "doctrine"? Is this misuse of terms merely the result of one student's individual political perception or is it part of a wider movement to redefine the terms on which the curriculum in our schools is structured? Are examination courses to be redefined according to these criteria?

Lady Olga Maitland's only other contact with this school, to my knowledge, has been as one of four invited

panel members for an out of school debate. At this panel discussion there was the opportunity for everyone to explore the issues of particular interest to the "women and families for defence" group. Such formal discussions, especially among senior students, many of whom will already be of voting age, have been a traditional feature of good schools. Intrinsic to the wider aims of the education system has been the objective of giving students the experience necessary for responsible participation in a parliamentary democracy. This is the accepted status of political debates, both within an open society and within schools, in preparation for participation in that society. Both hidden and formal curricula should be structured to this end. The implications of this dossier do indeed deserve serious consideration.

Helen O'Malley

Helen O'Malley is head of the history and social sciences department at Pimlico School.

US college - in London

American educational enterprise is to flourish in the 10-acre site in London's Regents Park formerly owned by Bedford College.

Rockford College, Illinois, has acquired the 27-year lease of the site from the Crown Estate Commissioners at a rent of £800,000 a year. The Commissioners, who had bought the site back from Bedford for some £7m, have also agreed to contribute £1.75m towards a £2m refurbishment of the buildings.

All Rockford's students will spend six months of their four-year course at the college, to be renamed Regent's College, studying cultural and liberal arts. They will occupy about half the planned 800 places.

The site, has been released because Bedford is merging with Royal Holloway College in Surrey.

Right: Dr Norman Stewart, president of Rockford College, outside the former Bedford College.



IT Minister asks industry to fund private university

by Biddy Passmore

The idea of setting up a privately funded university to boost Britain's output of information technology graduates appears to have come from the Government, not from industry. But it was stressed in Whitehall this week that it was only a sketch of an idea and largely the brainchild of one minister.

Mr Kenneth Baker, the minister for information technology, outlined the plan for a university funded by industry, which could be turning out 1,000 graduates by 1990, in a letter to the heads of leading electronics firms. When he then discussed it with a group of them, including Lord Weinstock, chairman of GEC, they stressed the difficulties involved if industry had to fund the whole project itself.

Mr Baker apparently suggested at one stage that the shortage of qualified graduates was so acute that firms should reach agreement on setting up the new "university institute" by October in order to start appointing staff. His initiative followed the recent publication of a report by Mr John Butcher, junior minister at the Department of Trade and Industry, estimating that Britain was already short of some 1,500 information technology graduates and that the number would rise to 5,000 within three years. The DTI thinks the public education system is too slow and inflexible to

respond fast enough. Although Sir Keith Joseph, the Education Secretary, would be ideologically attracted to a university financed by industry, the Department of Education was not formally consulted before the plan was put forward and is considerably annoyed by the DTI move.

The DES accepts that there is a shortage of graduates in this field but shares the view expressed this week by vice-chancellors and lecturers that it is absurd to pump money into a new university while cutting back on ex-

isting technological universities like Salford. Even if industry could finance the considerable running costs of a new institution, the Government would still have to find the money for student grants, the DES points out.

It would prefer to build on the Department's existing information technology initiative, a £30-40m three-year programme to boost output from two-year sub-degree, first degree and postgraduate conversion courses. The DES and DTI are believed to be asking the Treasury jointly for an extra

£50m over the next three years to permit a faster switch of resources from arts and social sciences to "vocationally relevant" courses in higher education.

Mr Baker's proposal is understood to be for an institution which would offer both undergraduate and graduate courses as well as shorter correspondence courses.

It has been suggested that the institution might be based near the all-graduate Cranfield Institute of Technology, which would validate its courses. But Sir Henry Chilver, vice-chancellor of Cranfield, said this week he had not been approached on the subject.

The recommendation in the Butcher Report most similar to this proposal was for "IT training companies" with equity participation by companies, higher education institutions and Government.

Meanwhile a Government call for increased cooperation between industry and education was made this week by Mr John Butcher, and Mr Peter Brooke, minister for higher education, who were helping to launch "Design by Experience", a series of nine major regional meetings organized by the Business and Technician Education Council.

The meetings are aimed at securing practical on-the-job experience for advance design students.



Kenneth Baker



Arnold Weinstock

ILEA questioned

Sir Keith Joseph has put renewed pressure on the Inner London Education Authority to tackle weaknesses in two degree courses at the North London Polytechnic.

In a letter to the authority this week he demanded details of the steps it was taking to improve the sociology and applied social studies courses, which were sharply criticized last October by Her Majesty's Inspectorate.

The inspectors said the polytechnic admitted too many poor achievers to courses that were intellectually ambitious and that much of the teaching was sloppy.

Sir Keith wants to know what criteria are used to decide the numbers of "special entry students" (usually academically unqualified adults).

Fees concession

Refugee students who have been given exceptional leave to stay in this country because of political unrest in their own are to be eligible for fees at the lower level paid by home students. The concession will help many Ghanaians, Iranians and Poles.

News of the decision by Sir Keith Joseph, the Education Secretary, was greeted with delight by the World University Service, which had lobbied hard for the change.

Technology emphasis may discourage girls

by Hilary Wilce

Too much emphasis on technology and computer studies in schools could put girls off science and engineering, the Women's Engineering Society believes.

In a surprising warning, the society has told the chairman of the School Curriculum Development Committee, Professor Roger Blin-Stoyle, that the teaching of technology "is of only marginal usefulness (in promoting girls' science), and we doubt whether teachers are the best vehicles for implementing a technology programme. We do not think that technology should be ignored but it should be regarded as a tool, as an aid to learning."

"Similarly, the computer is a tool. It is desirable that computing should permeate the whole curriculum, especially in non-science, non-mathematical topics."

The points are among nine made in a letter about how girls might be encouraged to take up science. Among the others are that physics

should be made compulsory up to 16, that the physics syllabus should be made more interesting to girls (possibly through using more environmental and medical examples), and that primary science should be improved. Professor Daphne Jackson, president of the society, said: "We fear that if craft, design and technology come to dominate over science many girls will switch off completely - the kind of girls who now come to engineering through science - as I did."

The society was not against teaching technology and computer studies, she said. It was a question of balance. Many girls were now wondering whether they had a chance to take up engineering when they hadn't done engineering drawing or CDT. "The answer to that is 'of course'. It's the science background which is crucial."

"I feel we haven't yet sorted out the balance between science and technology - this is one of our worries about the technical and Vocational Education Initiative," Professor Jackson said.

NUPE strike threat over meals cuts

Manual workers at Gloucestershire County Council are threatening to take action to protect the working conditions of school meals staff.

The council is considering a package of cuts in the school meals service, which includes making dinner ladies casual workers.

One option is for school cooks to work a varying contract of 25 to 35 hours a week and canteen assistants up to 20 hours. Hours would be changed each week according to demand and the council has suggested that if staff are not required for more than 15 weeks they might be entitled to redundancy payments.

Mr Tony Williams, area officer of the National Union of Public Employees, has attacked the proposals and shop stewards will be recommending to a mass meeting on August 30 strike action by the council's 2,400 NUPE members.

The council is seeking to eliminate the subsidy on the school meals service, apart from its legal requirements.

Sir Keith to probe 'bias' at Pimlico

by Susannah Kirkman

Allegations of political bias levelled against Pimlico School by Lady Olga Maitland, chairman of Women and Families for Defence, are to be investigated by Sir Keith Joseph, Education Secretary.

Much of the evidence against other schools cited in a dossier compiled by Lady Maitland is too sketchy for Sir Keith to take up, according to a spokesman for the Department of Education and Science. But the case against Pimlico is stronger because of an ex-pupil's detailed account of alleged left-wing bias at the school.

Mr Timothy Evans, aged 19, had a private interview with the Education Secretary in which he claimed that left-wing teachers were indoctrinating pupils. (*TES*, August 4).

In this week's *TES* (Second opinion, page 2) Mrs Helen O'Malley, head of the history and social sciences department at Pimlico, states that Mr Evans has presented "a startlingly inaccurate over-view" of the A level examination courses which he took.

Ms O'Malley also told *the TES* this week that far from concentrating on America's involvement in Asia and Central America - as Mr Evans claims - the school's modern history course includes nearly a year's work on new war history as well as detailed study of the internal policies of the United States and the Soviet Union.

Hopeful note on campus places

Northern Ireland's universities could increase the number of students on present funding levels without significantly damaging the system, says a report out this week.

The new Northern Ireland working party of the University Grants Committee, also says in its report that over the next 10 years there will be growing numbers of students from the Irish Republic seeking places in the North.

This is the first report of the working party, set up in 1983 when the Province's financial and academic affairs became the concern of the UGC.

"The reshaping of higher education in Northern Ireland by the merger next October of the New University of Ulster, and Ulster Polytechnic features prominently in the report. It stresses that Queen's University, Belfast and the new institution should co-operate to better meet the needs of the province."

The report deplores the fact that so few Ulster students who go to British universities return after graduating.

University education departments are to get a tiny transfusion of academic talent. Report by Sarah Bayliss

A drop of new blood for the primary system

Research into primary schooling will get a small but important boost next term when four posts are created in university departments of education with funds from the "new blood" programme.

The posts will, very broadly, be concerned with maths, science, language development and the use of microcomputers in primary schools. They will be based at the universities of Leicester, Newcastle, Exeter and East Anglia.

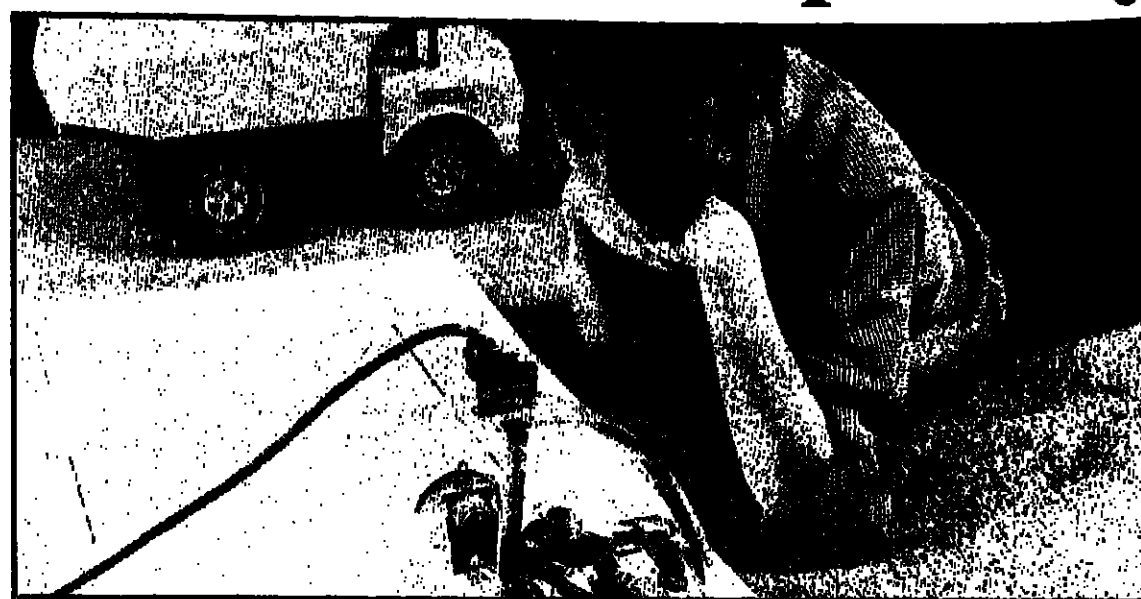
Under the terms of the scheme, "new blood" lecturers are expected to spend much of their time on research projects, but will also have some teaching commitment towards the growing number of students on the Post-Graduate Certificate in Education courses for primary teaching or on in-service training.

Although the number of posts is minuscule, it represents a first step for education departments which were excluded from the "new blood" programme when it came into effect last October.

The "new blood" scheme was announced in December 1982 after the Government had agreed with the University Grants Committee that some opportunities must be offered to young academics if the universities were not to stagnate. By releasing funds in 1983-84 the Government was also putting back money already lopped off the universities and the Economic and Social Research Council.

In the first year, education's academics were seriously disappointed at being left out, not least because they were being asked to increase places on PGCE courses for primary teachers without extra resources.

This October, 350 "new blood" posts begin, mostly in the sciences; there are 40 for the arts, including seven in education. Three of these are outside primary territory: technology at Leeds; special education at Manchester and the 16-19s at the Institute



Experiments on the "turtle" robot will be carried out at Exeter University.

of Education, London University.

Professor Gerald Bernbaum from the University of Leicester, chaired the special committee which this spring sifted through 60 applications for education's meagre share of "new blood". "Seven rotten posts... it was a very difficult choice," he said. "Especially when you think there are 30 education departments across the country."

The committee, made up of members of the UGC's education committee and the Economic and Social Research Council, had agreed that primary education was one priority. "In many cases university departments are having to make a commitment to primary education," said Professor Bernbaum. "They are young and forward-looking and some of their best ideas are in that field."

By coincidence, one of the posts went to Leicester, which has always

had the largest group of students taking the PGCE in primary teaching, and which also has a large research base. The university has appointed Dr Michael Schilling, aged 31, a first-class honours graduate in chemistry who has taught in Leicestershire schools for the past six years. A major aspect of his research will be the development of scientific teaching materials for use in schools.

At Newcastle, student numbers on the primary PGCE are expected to increase from 35 to 50 in 1985 and up to 70 in 1990. Professor A E Edwards said: "We made it clear in our application that 50 per cent of the post was for research but 50 per cent was for joining the PGCE staff team."

Ms Elaine Richards was the successful candidate and her research, although not yet finalized, will consider the differences between schools which have a qualified maths specialist

and those which don't. A parallel study on secondary schools is already in progress at Newcastle.

Ms Richards has a strong teaching background, at secondary as well as primary level. For the past seven years she has been an advisory teacher on the Newham Mathematics Support Scheme in East London, providing in-service training to teachers by working alongside them in the classroom. She will be 35 in the autumn - the age limit for "new blood". And she is not the first to say that the age limit discriminates against talented women, especially teachers, who may have taken some years off from their careers to bring up children.

"I've heard women say that, from their point of view, the age limit is disappointing," she said.

In the first year of the scheme the UGC expressed serious concern about the quality of applicants, but according

to Professor Ted Wragg at Exeter University, competition for the education posts has been strong.

Over 60 people applied for a post at Exeter and Dr Martin Hughes, an expert in cognitive psychology, has been appointed. Although never a teacher he has spent the last few years in primary schools in Edinburgh finding out how children's learning develops in maths. At Exeter he will research the development of young children's thinking through the use of LOGO, the computer language, on the "turtle" robot.

According to Professor Wragg it will be closely related to other work on the use of microcomputers in schools and on the professional skills that teachers need.

East Anglia's department of education is the fourth with a "new blood" post. Dr Margaret Maclure, who is currently working on a language project for the Assessment of Performance Unit at the National Foundation for Educational Research in Reading, has been appointed. Early language development with special reference to reading is broadly her subject.

This week the UGC said it hoped applications from universities for next year's funds would be submitted by the end of November so that allocations could be announced at the end of February 1985. There has been no official announcement from the Department of Education about the future of the scheme but there are strong signs that it will be extended for another year.

John Coe, Oxfordshire's primary adviser and chairman of the National Association of Primary Education, believes the climate is right for more research, not least because the gap between theory and practice is narrowing. "In the past too many people with theories about primary education knew nothing about its practice - that is less true today than it's ever been."

NEWS

Business Studies

Ministers have made proposals on the conduct of business studies exams, which completes their comments on the draft guidelines for 16-plus exams. These were submitted to them by the GCE and CSE boards 18 months ago.

The exam boards, in collaboration with the Secondary Examinations Council, must now revise the 16-plus criteria along the lines suggested by Sir Keith Joseph, the Education Secretary, and Mr Nicholas Edwards, the Welsh Secretary.

The secretaries of state would like to see an integrated course in business studies rather than the separate courses in commerce and accounting put forward by the exam boards. The integrated scheme should include "key elements" such as studying the business world and the nature of business activity. Nevertheless, there should be a chance for brighter pupils to take options in commerce or company finance or accounting.

The ministers also suggest a greater emphasis on finance in the core syllabus. Pupils should be able to understand business practices such as entrepreneurship, competition, business risks and cash-flow.

Sir Keith and Mr Edwards believe that, assessment objectives and mark allocations must be more clearly defined to allow for comparison between syllabuses.

They reject the exam boards' proposal for both differentiated and undifferentiated assessment and insist on the need for different levels of questions to discriminate between pupils of different abilities.

Social Sciences

The content of draft syllabuses for 16-plus exams in social sciences and economics must be more clearly defined, according to Sir Keith.

The Education Secretary asks the Secondary Examinations Council for advice in drawing up a core of subject areas and skills which pupils should

Ministers give views on 16-plus draft criteria

by Susannah Kirkman

Computers

Greater emphasis is wanted on practical skills for "the world of work" in the computer studies curriculum.

Pupils must be able to design a simple computer system and control a computer satisfactorily, say Sir Keith and Mr Edwards.

Sir Keith broadly welcomes the new draft national criteria. But he recommends that the proposals should be redefined as the pace of technological change dictates.

As computers become more widely used, computer studies may have a restricted future as a separate subject, according to the secretaries of state. They expect computer studies increasingly to become part of the curriculum of other subjects such as maths.

And 16-plus grade descriptions should be more positive, the secretaries of state suggest. They want Grade 3 descriptions to define the abilities of candidates rather than their weaknesses.

Geography

Ministers have broadly approved draft proposals for geography exams at 16-plus.

But they want the syllabus to have one further aim: to develop "an understanding of people's active role in interacting with environments and... of the opportunities and constraints facing different peoples living in different environments."

Sir Keith and Mr Edwards consider that the content of the draft syllabus

could be more closely defined to include specific subjects such as population and settlements.

Field studies should also play an important part, both as a way of acquiring geographical skills and as a means of assessment. The secretaries of state recommend that field work should be marked internally and ask the Secondary Examinations Council for advice on the external moderation of school-based assessment.

Music

The draft criteria for the 16-plus exam in music have been given an almost unqualified welcome by ministers.

But they suggest that the syllabus should give more weight to understanding musical form and styles, the secretaries of state think children should be able to recognize and identify different types of musical form and structure, as well as styles of past and present music and the music of major composers.

They suggest that as the very minimum there should be exams in Latin, Greek and classical civilization and that candidates should have the option of taking either Latin or Greek along with classical civilization.

They recommend that the criteria be rewritten to lay greater stress on a candidate's ability to understand unseen texts, with rather less importance being attached to mechanical linguistic skills.

Exam questions dealing with the history of the ancient world should probe a child's "critical understanding" of what he had been taught and rely less on testing his ability to regurgitate facts.

present music and the music of major composers.

Ensemble playing is also an important part of music education and should be included in the 16-plus exam, say the ministers.

Home Economics

Government ministers have criticized the exam boards' 16-plus home economics criteria for being "too flexible and insufficiently focused."

They say the home economics should cover four areas: the family, the home, food and textiles and the relationship between them. The exam boards had proposed that syllabuses could focus on only one of the four areas.

Sir Keith and Mr Edwards also see education for parenthood as an important part of the home economics curriculum.

They want practical tests to be included in the home economics examination and reject the Joint Council's proposals for a written paper to test practical abilities.

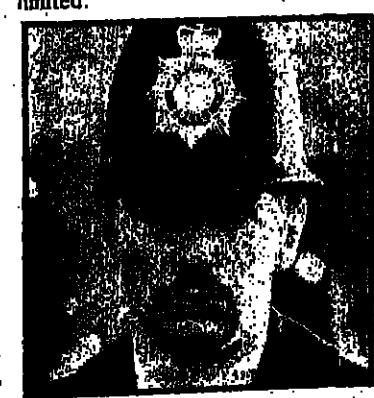
Classics

Sir Keith and Mr Edwards have also replied to the boards' proposals for classics.

They suggest that as the very minimum there should be exams in Latin, Greek and classical civilization and that candidates should have the option of taking either Latin or Greek along with classical civilization.

They recommend that the criteria be rewritten to lay greater stress on a candidate's ability to understand unseen texts, with rather less importance being attached to mechanical linguistic skills.

Exam questions dealing with the history of the ancient world should probe a child's "critical understanding" of what he had been taught and rely less on testing his ability to regurgitate facts.



Law and order...



Ensemble playing...



Marking time

As the A level results arrive, an examiner in English describes the frustrations, disappointment and real concern to be found in this summer's scripts

To a full-time teacher, GCE exam scripts can bring few surprises, but as someone whose connection with the brute facts of secondary schooling is tangential - I am "freelance" with a few private pupils - the moment in late June when the first batch of fat official envelopes thud ominously on to the doormat, is almost exciting. Somewhere there might be someone extraordinarily good, even a whole school of disciplined, intelligent and sensitive candidates. I might be moved by the intensity of their response to a classic text; I might learn something myself. But all too soon the visions fade, and the reality of grinding hard work asserts itself, the examiner reduced to the status of a machine, processing crucial decisions with ruthless speed and detachment.

The system is not, I think, grossly unfair. The board for which I examine English at A level assigns me about 250 scripts, to be marked over a period of three weeks, emanating from a cross-section of schools. Initially, all the examiners for each paper mark the same 10 photocopied scripts, which are then discussed at a one-day conference.

Those first 10 lambs are the most painful to slaughter. Inevitably, one starts off with emotions of pity and terror - what should weigh one's marking: literacy, critical ability, knowledge of the text, the quality of a school's teaching, the possibility of a grade which might carry a university place? So many possible criteria make the conference an embarrassing occasion, even though there always seems to be a consensus about the top and bottom levels. (They give themselves away - at the bottom, the absurdly pretentious, the parrot-learners, the lost souls; at the top, the crafty, the entirely competent, and the rare but astonishing glory of those who have already thought and read deeply.)

It is the B-D grades which produce the discrepancies. One of us might mark up for accurate and plentiful

quotation and down for bad spelling, while another might feel instinctively charitable towards attempts at an original argument. Within this middle range, everyone blushes at one point or another for a mark waywardly out of line, and pleads a brainstorm, exhaustion, or misconception.

By the end of the day, however, one has the impression that some sort of rule-of-thumb justice has been established, perhaps as much as one can hope for given the essay form of the exam. A few days later, one sends a batch of marked papers to the chief examiner, who reviews one's standards, and at the end, the scripts are assessed by a panel which compares the marks given over the entire exam (examiners only deal with one of the two or three papers set).

This year was a bad one. Perhaps I was unlucky, for in the past I have been intermittently impressed. I can remember entire schools, not necessarily well-known ones, presenting papers of which none were less than composed and respectable. This year, however, I was struck by a number of dreary facts. First and perhaps foremost, the failures of basic literacy. Common spelling mistakes include the titles of the set works: "manner" for "manner", "intention" for "intention". The confusion of "its" and "it's", "there" and "their" is ubiquitous. In matters of grammar, one should

perhaps suppress one's irritation at wanton split infinitives and chaotically long sentences without main verbs, but a line has to be drawn at incoherence, and I found myself regularly drawing it. A great majority of candidates do not have the remotest conception of how to construct an essay, of building a simple argument through an introduction, development, qualification and conclusion.

The major technical problem is that of "answering the question" and, although the questions themselves are often fuzzy in outline, the general feeling appears to be that it is enough to open one's heart and write ream upon ream, piling up material at random. Let it be firmly said: nothing infuriates an examiner more than useless bulk, and nothing cheers an examiner more than good paragraphing, a beginning, middle and end.

What all this predominantly suggests to me is that many teachers are rightly fed of boring 16 and 17-year-olds by training them in a fundamental skill. Whether or not they are appreciating the glories of our literature, I doubt if many of these candidates could write unaided a decent letter of application for a job.

I fondly imagined that these were matters dealt with at O level, but I am obviously mistaken. What I thought of as A level considerations fared no better either, and here again, it is the failure of teachers that is communi-

cated. Faults, mannerisms, and mistakes come and go by school. Sometimes this is just a matter of phrase or idea, as when 20 girls in a row all told me that Jane Austen prefers wisdom to wit, but sometimes the most staggering misconceptions emerge - Mansfield Park described as "a Victorian town", for instance.

There seems to be a general reluctance to teach a sense of context or period, and beyond perfunctory references to the facts that Dickens crusaded against workhouses or that Wordsworth fell out with the French Revolution, I can honestly say that not one script this year showed any command of what used to be known as "social and historical background". No one made even the simplest relevant links or comparisons between, say, Byron and Shelley - and only a very few of those reading *Mansfield Park* mentioned any other Jane Austen novel. No school among those I saw appeared to have given any sort of instruction as to how to put quotations from professional critics to good and economic use.

Even more debilitating is the level of response to literary language and convention. I never felt that anyone was considering language working at a certain pitch of expressiveness and implication. "Keats had an incredible capacity for imagination," "Shakespeare uses a lot of sensuous imagery": the clichés, the superlatives.

the adjectives, were trotted out, but there was never anything to validate them. Whenever it was tackled, usually in a last 20-minute rush, the optional comprehension question was atrociously done, without any organisation, subtlety, or lucidity of analysis.

The examining boards must, I believe, force the schools' hands here, and put English back firmly at the centre of the A level syllabus. By this I mean that it is easy enough to learn a few lines of quotation and list a poet's thematic preoccupations, but we need an exam which tests an understanding of language - how it works and how it can be worked - before it can test an understanding of the ideas of Milton and Keats.

All these strictures apply across the range of schools. It is difficult to see that, from the exam results point-of-view, parents paying out for private education are always getting things that could not be got in a good comprehensive. The small girls' schools are, frankly, bad without exception and the large private schools can be very dull, even though they are generally well enough drilled to pass muster. The first-class scripts seem to come from nowhere in particular. I am not worried about them. I am worried about those youthful hordes let loose into a cruel and complex world, unable to distinguish a manor from a manner, but frantically armed with the smatterings of a few odes and novels, and led to think that they are literate.

At the end of my three-week marking stint, I felt obscurely guilty, not because I felt I had been unjust in the stated terms, but because it became hard to believe that the exam was either testing or educative. It was easy enough to tell myself that last year they had been better, and next year they might be reassuringly splendid, but the question did not go away: not only, how do we teach our own language and literature, but at the moment are we really teaching it at all?

NEWS

Belfast cuts 'bite to core'

by Hilary Wilce

Crucial psychological and education welfare services are prime targets in the latest round of cuts to hit education in Belfast.

Sixteen posts are to go from the education department of the Belfast Education and Library Board, as part of a package of 38 job losses this year throughout headquarters' staff. Among them are two youth workers, four advisers, three education welfare officers and the deputy chief education welfare officer.

Mr Jim Cooper, assistant secretary of the Northern Ireland Public Service Alliance, said that after years of cuts affecting ancillary education staff such as caretakers and clerical assistants, "the indications are now that the cuts are biting into the very core of the education service."

In an area like Belfast, with extremely high levels of social deprivation, it was wrong to make cuts on the basis of financial necessity rather than educational need, he said.

However, Mr Robert Stewart,

senior education officer with the BELB, said that the cuts would still leave the board with a greater number of psychologists and education welfare officers in relation to the number of pupils in schools, than the other education boards in Northern Ireland.

Seconded teachers would help to keep up the numbers in the advisory service, he said.

The cuts, part of a four-year programme of job losses at the board, are being made largely because of a decision last year by the Department of Education in Northern Ireland to cut funds to the Belfast authority in order to redistribute them to other areas. As a result, the BELB is having to make savings of £1.3m on its £40m budget this year.

Pupil numbers in Belfast have been falling for 14 years because of a declining birthrate and an exodus from the troubled city, but the city's social and economic problems remain among the worst in Europe.

Sir Keith deaf to ILEA cries

by Biddy Passmore

Cries of woe from the Inner London Education Authority about the effects of cutting back to its Government-decreed spending level next year have met with little sympathy from Sir Keith Joseph, the Education Secretary.

He said last week that its budget consultation document, which forecast the loss of more than 5,000 jobs next year, showed the authority had "begun the task of identifying sensible economies". Much remained to be done, he added.

The Government's proposed spending level for the ILEA of £900m in 1985-86 represented a 16.5 per cent

cash increase over what it actually spent in 1982-83, Sir Keith continued. That was a bigger increase than most ILEAs would be able to afford over that period.

The ILEA's own figures showed that it had made substantial increases in the numbers of several categories of non-teaching staff between 1981-82 and 1984-85. The Education Secretary said, "All these are paid for by ratepayers - householders and businesses - who are left with less to spend, thus destroying at least as many jobs as ILEA creates."

Moreover, the ILEA was starting from a much higher spending level

than other education authorities. Even allowing for London weighting, it spent more than twice as much on administration per pupil or student as the national average and employed more than twice as many non-teaching staff in relation to pupils.

Mr Steve Bundred, who chairs the authority's finance subcommittee, said Sir Keith's description of cuts of £75m as "sensible savings" showed he had finally lost touch with reality. And his statement that "much remains to be done" confirmed ILEA's fear that the cuts planned for next year were merely the first phase of the Government's assault on inner London education.

Letters of support were received. The letter acknowledges that the existing secondary school at Yatalyfer in the north-east of the county is poorly situated to serve the whole county and burdens many pupils with considerable travelling distances and times. The new school will be at Loughor, about four miles from Swansea. Its establishment as an 11 to 16 school on the site of a comprehensive will be accompanied by a new tertiary college.

Wales to gain another bilingual secondary

Mr Nicholas Edwards, Secretary of State for Wales, has approved the establishment of another bilingual secondary school in West Glamorgan. A letter from his office to the West Glamorgan authority reveals that 450

letters of support were received. The letter acknowledges that the existing secondary school at Yatalyfer in the north-east of the county is poorly situated to serve the whole county and burdens many pupils with considerable travelling distances and times. The new school will be at Loughor, about four miles from Swansea. Its establishment as an 11 to 16 school on the site of a comprehensive will be accompanied by a new tertiary college.

L.e.a.s poised to pay £350,000 in trial agreement on photocopying

by Biddy Passmore

Local education authorities have been driven to sign a trial agreement on photocopying by the fact that they would otherwise be picked out as easy targets for large damages claims by publishers and authors.

Under an agreement with the Copyright Licensing Agency, land, Wales and Scotland are to pay a year in return for indemnity from prosecution for illegal photocopying of textbooks and periodicals. The 1956 Copyright Act appears to allow very little unlicensed copying.

The announcement, after 18 months of hard negotiation, comes as Manchester City Council awaits the settlement of a High Court case brought against it by two authors and publishers. Damages could run into many thousands of pounds.

During the scheme's experimental year, due to start on November 1, a sample of some 1,500 schools and colleges will fill in details of how much photocopying they do. The agency, which represents publishers and authors, will use that figure as a basis for negotiating the royalties l.e.a.s should pay in future under a long-term agreement.

But both the Association of Metropolitan Authorities and the Association of County Councils stressed this by no means certain.

"Whether negotiations are successful will depend on the size of the bill and our ability to pay," Mr Duguid said, even for the trial year, the ACC could not bind member authorities to take part.

It is believed the agency was originally talking of a £1m to £2m bill for l.e.a.s and that the eventual figure could be well over £2m a year. The Government has given no undertaking to compensate councils for the extra.

Education authorities also want to see firm evidence that they are not going to be the only bodies to have to

enter into a licensing agreement.

Mr Bob Perkins, principal officer of the AMA, said: "We think it's totally inequitable to have a go at local authorities through schools and colleges when government departments list."

He also stressed the gaps in the trial agreement, notably that it does not cover sheet music. This is because the Music Publishers' Association, which has its own code of practice on photocopying, sees no reason either to join the agency or to take part in the agreement.

Mrs Janet Hurrell, of the CLA, said the agency had decided to start with the local education service because it was the most clear-cut area. The departments within the next few months, she said.

The agency hoped to reach agreement with the universities soon and it then follow suit. A meeting with the Scottish Education Department had been arranged later this month to discuss a similar agreement covering central institutions. The agency also hoped to negotiate a scheme with independent schools.

The agreement with education authorities announced last week was, she said, "considerably more generous than the 1956 Copyright Act. It permits local authorities, in the experimental year and in the future, to take as many copies as the number of pupils in a class plus the teacher. Up to 5 per cent of a work may be short items like poems where the whole work may be copied. Copies may not be kept in stock.

L.e.a.s are to share out the first year's cost of £350,000 on the basis of about £6.75 per 1,000 population in an authority.

The distribution of costs would be altered in subsequent years according to the findings of the sample.



Crestwood School, Eastleigh, has been commended by the Royal Institute of British Architects for its open design - in particular an internal "street" with trees, which acts as the central corridor. The Hampshire school is built next to a shopping centre in a new housing development, and linked to it by a landscaped plaza. This has been used for a variety of activities including exhibitions, weddings, discos and a beer festival, since it was opened in 1982.

C of E gets nod for school

A long-running Church versus State saga has reached its final chapter with the decision by Sir Keith Joseph, Education Secretary, that a popular school should become the Bishops' (Bluecoat) Church of England-aided school this September.

A year ago, the county council's decision was halted by a ruling from Sir Keith that the diocese could open a high school in what was about to become a redundant aided school.

But county education leaders feared the effect the move might have on existing schools. They asked the Church instead to establish their new school at Dee High - a plan that led to protests.

The final go-ahead from Sir Keith was "the best decision all round", according to Canon Joe White, the diocesan education director. "The church would 'work with all concerned to make it an even better school than it is at present'", he said.

Drama courses accredited

The National Council for Drama Training has granted accreditation to the one-year postgraduate acting courses at The Drama Studio and the Webber Douglas Academy of Dramatic Art, both in London.

Only one teacher named for training review body

by Bert Lodge

Only one classroom teacher will sit on the newly-formed Council for the Accreditation of Teacher Education. She is Dr Marian Giles-Jones, senior mistress and head of modern languages, Ysgol Abercromby, Gwynedd.

The council is to review existing courses and to consider their suitability for the professional preparation of teachers. This is distinct from validating a course for its academic content.

The remaining 18 members announced this week, include: Dr William Taylor, principal of London University (chairman); Mr Renford Bambrugh, Fellow of St John's College, Cambridge; Professor Tony Becher, director of Sussex University school of education; Mr Angus Clark, board director of personnel, J. Sainsbury Ltd; Mr Frank Cogan, chairman of Hertfordshire education committee; Mr Andrew Collier, chief education officer for Lancashire; Mr Michael Dixon, education correspondent of *The Financial Times*; Mr Peter Griffin, head of Windsor Olive county junior school, Cardiff, and currently president of the National Union of Teachers; Dr Hester Mary Hallaway, principal of Trinity and All Saints College, Leeds; Dr David Hughes, chief inspector, Inner London Education Authority; Dr Bernice Martin, reader in sociology, Bedford College, London; Mr Derek Mortimer, assistant director, Wolverhampton Polytechnic; Mr Patrick Mullany, chairman of Doncaster education committee; Mr Peter Scott, head of the City of Leeds School and currently chairman of the Association for Science Education; Dr David Shadlow, principal of Worcester College of Higher Education; Mr Peter Shepe, general secretary of the Secondary Heads Association and former head of King Edward VI School, Totnes; Mr Peter Ward, personnel director (JRF), Hewlett Packard; Mr William Wright, chief education officer, Wakefield.

Members have been appointed for a period of three years. The council, which meets for the first time on September 24, is expected to take three or four years to complete its task.

Gift to Oxford

Oxford University has received \$1m (£770,000) from the Andrew W Mellon Foundation of New York to fund a new Andrew W Mellon Professorship of American Government. It hopes that the first professor will be able to take up his post in October 1985. The rest of the money will be spent on fellowships and travel grants.

LSE funding

The Japanese whisky firm Suntory has given a further £620,000 to the London School of Economics International Centre for Economics and Related Disciplines.

IN BRIEF

Cash for group

The controversial women-only group, Women in Education, has had funding from the Inner London Education Authority approved for this year. A meeting approved a grant of £21,300 for the group which runs a resource centre, puts out a magazine, organizes workshops and school visits, and all of the grant was delayed following the group's decision to form itself into a women-only organization under Section 34 of the Sex Discrimination Act.

'Snub PAT' Call

Manchester officers of the National Union of Teachers have asked the

Advice after A levels

A level candidates who have just got their results and want advice were urged this week to turn to the Government's Advanced Further Education Information Service.

The sort of questions which could arise are: If you haven't done as well as you hoped, what can you do about it? The service consists of 800 local advisory officers (LAOs) normally based at careers offices, who have

up-to-date information on vacancies in colleges and polytechnics for both full- and part-time courses. They also have information about grants, starting dates, entry requirements and enrolment procedures.

Names, addresses and telephone numbers of LAOs through England, Wales and Northern Ireland can be obtained from local careers offices, education offices or the DES.

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Bert Lodge on a new challenge to the view that schools should mimic industry

Reduce heads' power-teacher trainers

A powerful challenge to the fashionable belief that heads should model themselves on industrial managers has come from a group of teacher trainers at London University.

In a collection of essays several call for workplace democracy to replace the authority of the head.

The authors, all but one on the staff of the Institute of Education, single out for attack Mr David Trethowan, head of Warden Park School, Cuckfield, Sussex, seen as spokesman for the industrial approach to running a school. An experienced director of courses for heads, he has discussed his managerial style in a number of TES articles.

"In almost every area of school organization I made decisions and announced them as final," (January 13, 1984) "Few now dispute that to lead a school such as my own... requires skills which have long been acknowledged and developed in the most successful of our commercial and industrial firms." (November 25, 1983).

Disagreement over how heads



David Trethowan

should be trained has sharpened since the publication last year of DES Circular 3/83 which nominated training for heads as one of the four areas of special need to which £7m had been allocated

by the Government. Mr Trethowan was director of one of the first one-term courses - held at Westminster College, Oxford last year - that the circular spawned.

His ideas are rejected by Miss Patricia White, senior lecturer in the philosophy of education at the Institute. What schools need is workplace democracy, she says, and no amount of studying Marks and Spencer and similar firms will teach heads about that.

Moreover, mere representative democracy will not do. There should be equal access to the exercise of all forms of power in all institutions such as workplaces, schools, hospitals, libraries and sports centres.

Only such an arrangement can educate pupils in democracy, she maintains. "We may need radically to revise a common British conception of the school head. Is it appropriate, one might ask, for the head of an educational institution to be the (often) unchallengeable determinant of both major educational policies within the school as well as the details of the dress of its members?"

The most forthright condemnation of Mr Trethowan comes from a fellow teacher, Mr Michael Fielding, deputy head from September of Brindley Hall School, Milton Keynes. A former head of English at Thomas Bennet Community School, Crawley, Mr Fielding asserts that if morality can be found anywhere in the commercial world it is usually only at the edge. But in education it should be at the centre.

The appearance of the essays coincides with the publication of a booklet written by Mr Trethowan for the Industrial Society in which he emphasizes that heads must see themselves as leaders of the senior management teams responsible for schools' overall policy, planning and results.

Education plc? Headteachers and the new training initiative Bedford Way Papers, No 20, Heinemann Educational Books, The Windmill Press, Kingswood, Tadworth, Surrey, £2.25. The leadership of schools by David Trethowan. Education for Industrial Society, 48 Bryanston Square, London, W1.

Mother loses appeal for school

A mother who claimed that the local authority was obliged by law to send her two children to schools for dyslexic pupils has had her appeal rejected by Sir Keith Joseph, the Education Secretary.

Mrs Christine Haggerty has kept John, nine, and Lisa, 11, away from school for more than a year while she has battled with Essex County Council.

She claimed that its offer of remedial teaching in her children's school failed to meet the requirements of the 1981 Education Act for special educational needs.

Instead, she wanted her children to go to Eastcourt, a private boarding school in Kent for dyslexic pupils. But Sir Keith has ruled that Lisa should attend another boarding school that could help with her emotional problems. John should be given remedial help at an ordinary primary school.

Mrs Haggerty met education officers last week and is considering their suggestions which are in line with Sir Keith's proposals.

Inspectors find Berlin school almost too clean

by Biddy Passmore

The Havel School in Berlin is not yet catering as well for its older pupils as it does for the younger, HM Inspectors conclude.

The inspectors note that the school, which is run by the Service Children's Education Authority, is unusual because it was until 1979 a middle school for pupils aged 9 to 13 and it then added a secondary element. It also has to cope with what is known in service education parlance as "turbulence" - frequent changes of school for the pupils.

The social life of senior pupils is described as "negligible" because of the strict organization of pupils into year groups housed in separate parts of the school.

Staff were well qualified, with good experience, but some subjects lacked specialist input. Highly-qualified specialists should be appointed as Scale 4 heads of department to take responsibility for subjects including English and maths throughout the school's 9-17 age range, the inspectors recommend.

The balance of the curriculum also needed reviewing, and the amount of time given to physical education and

arts should be increased. The HMI team found the pupils sophisticated, friendly and polite. In class, however, there was "such a degree of relaxation that the pressures on pupils and the pace at which they work could be substantially increased".

Both the buildings - imaginatively converted barracks - and the setting were described as attractive. But the inspectors clearly found the military standards of cleanliness daunting. "The school is almost clinically clean and, on safety grounds, the washing of corridors during the day might be curtailed," they remark.

HM Inspectors also paid a visit in January this year to Havel's three feeder first schools in Berlin. These are highly praised. "In terms of organization, range of curriculum, standards of work and the behaviour and attitudes of the children... they compare very favourably with the best of primary schools in the United Kingdom."

Most of the success of the three schools stemmed from the fact that the three headmasters had been in post for between five and seven years, the report says. But service schools found it difficult to keep teachers who were worried about the implications of working on contract. (At the Havel School, the headteacher was absent throughout their visit, being interviewed for other jobs.)

More mixed was the inspectors' account of what they saw in eight primary schools in the eastern area of the British Army of the Rhine, when they visited them last November and December.

All the schools were described as well run and well provided for, with nearly all children achieving good basic standards of literacy and numeracy, and parents closely involved. But the report criticizes the disappointing quality of the work in seven out of eight infant departments.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeywell Lane, Slansmore, Middlesex HA7 1AZ. Also available from I.e.a.s.

Better premises required

The high quality of teaching and learning at South Trafford College of Further Education deserves better buildings and facilities, say inspectors. They found courteous and contented students who achieved good results, generally competent, well-organized teachers and efficient management.

But the main college, built between 1960 and 1972, was displaying signs of wear and tear which fostered drabness in parts of the buildings. "Many of the classrooms are bare and dispiriting in appearance," the report says.

Some specialist facilities were also inadequate in size and scope. The main art and design room, for instance, was a long studio in the former engineering workshop block with no proper storage facilities for materials or students' work.

Facilities for computer education also came in for criticism. According to the inspectors, the three classrooms containing computer equipment "have a slightly dishevelled appearance and appear to be repositories for computing equipment rather than specialist rooms for computer education."

Foreign Office denies school fees allegation

The Foreign Office has rejected as "completely false" the claim that the taxpayer meets the boarding school fees of the children of diplomats who never go abroad.

The suggestion was made in a newspaper report of evidence given to the Commons Public Accounts Committee by Sir Anthony Acland, permanent under-secretary at the Foreign Office. The Foreign Office spent just under £6m last year on boarding school allowances to give the children of diplomats who served abroad continuity of education.

The newspaper stated that diplomats and "lower grade staff" who never had to serve abroad also appeared to have their fees paid.

But the Foreign Office later issued a statement pointing out that only 800 officers out of 67,000 Foreign Office career staff currently received the

allowances, which covered about 1,400 children.

"All members of the diplomatic service have an obligation to serve at any post at any time. There are seldom adequate schools at a large number of our 200-odd posts," it said.

"Boarding school education consequently becomes a necessity if the children are to be educated in the British educational system."

A Foreign Office spokesman added that British postings did not normally last more than three years and never more than five. A diplomat would continue to receive the allowance, currently worth a maximum of nearly £4,000 for boys and just over £3,800 for girls, if he had already served abroad and was likely to be sent abroad again within five years.

"Most members of staff do not regard this as a perk," he stressed. "On the contrary, it's a necessary evil."



Brighton Polytechnic

Praise for standards in poly department

The dynamism and commitment of staff in Brighton Polytechnic's department of business studies are praised by HM Inspectors.

In the department, which attracts a large number of well-qualified applicants from all over the United Kingdom, the overall quality of learning was described as "very good".

Staff numbers rose from 16 to 23 over the past three years and new recruits were very well qualified in terms of academic ability, industrial experience and research work. And those staff members teaching for several years kept up to date with industry through secondment, occasional consultancy work and supervising students on work placements.

At the same time there has been an increase in student numbers. Inspectors

commend the "improved standard of efficiency" implied by an increase in the overall ratio of students to staff from 11:1 to 14:1, with a ratio of 16:1 on the BA (Hons) sandwich course.

But they express concern about the low ratio - 5.7:1 - on the BTEC Higher National Certificate course.

Other criticisms include poor attendance by students at lectures and tutorials which seemed to go unchecked. The inspectors suggest greater concentration on the motivation of applicants when selecting students.

They say some of the formal lectures were too large (50-60 students) and too long (two hours) to be an efficient way of learning. But on the whole, the staff are praised for their teaching skills. Also praised is the department's use of computers.

Jobless not helped by youth service

The inspectors see scope for co-operation in the youth, community and other adult education provision in the Rhymney Valley district of Mid-Glamorgan.

A survey, which covered work under the aegis of the local education authority, University College Cardiff's department of extramural studies, the Workers' Educational Association and other voluntary bodies, found individual examples of good work but a widespread failure to move away from traditional specialisms.

Efforts should be much better coordinated, the inspectors conclude, to meet the needs of this rundown district of former mining villages, stretching from the edge of the Brecon Beacons in the north to the outskirts of Cardiff in the south. Formerly close-knit communities were losing their self-sufficiency and several were becoming increasingly isolated from job and leisure opportunities.

The youth service comes in for particular criticism in an area where nearly a quarter of 16 to 20-year-olds are unemployed and 41 per cent of those aged 16 and 17 on youth training schemes.

The inspectors voice concern that the service's involvement with the young unemployed was "negligible". Apart from isolated instances, they say, youth centres were not established in the minds of young people as places offering additional support.

On adult education, the inspectors say that the I.e.a. has done well to ensure that non-vocational further education courses are available to most of the Rhymney Valley. In some cases, however, choice was restricted.

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Sponsorship ceiling to be raised

As a further carrot to entice students into vocationally relevant courses, the Government has more than doubled the amount they can get under sponsorship schemes before their grant is cut.

From September, the amount employers can give to students without loss of grant will rise from £540 a year to £1,200. For students on National Engineering Scholarships, the increase is from £795 to £1,500.

The changes announced by the DES mean that students will now be able to receive from all sources a total of £1,600 (for NES students, £1,900) without their grants being affected.

A recent survey by the Institute for Manpower Studies showed that more than 110,000 students were sponsored in 1983 and that more than a quarter of these were on engineering courses.

As the Government announced in April, the main student grant will go up in September from £1,975 to £2,100 for students living in London, and from £1,660 to £1,775 for those living elsewhere.

Dartington merger

by Virginia Makins

Dartington Hall School, faced with recruitment problems after a year of bad publicity, is to merge its junior and senior schools.

From January 1985 the 9 to 13-year-olds will move from their separate buildings to the main school, a mile away.

Dartington was hoping to open next year with 220 students. So far, 170 are due to come. Mr Roger Tibbory, joint head of the school, claimed that quite apart from the financial advantages there were good reasons to merge the two schools. "The split has been the bane of our lives since the 1930s," he said.

But last year, Dartington sixth-formers told *The Times* that their time at Aller Park, the junior school, had been the happiest of their lives.

Plan approved

Liverpool City Council's plan for county comprehensive schools for 11 to 18-year-olds has been approved by Sir Keith Joseph, the Education Secretary, after securing the authority's agreement to two changes: a 12-month delay in its implementation and the exemption of two single-sex schools.

More women gain science degrees

by Biddy Passmore

Women are gradually invading the male-dominated areas of science and engineering at university.

The latest graduate employment report says the number of female university graduates in applied science rose last year even faster than the number in the arts. But women still have a long way to go to catch up with the men.

Last year, the 1,500 female graduates in applied science still represented only 2 per cent of total graduate output, while the 11,000 men graduating in this area accounted for 15 per cent.

In 1983, women broke through the 40 per cent "barrier" of those getting university degrees for the first time. They represented just over 30,000 of just over 74,000 first degree graduates. The total is also a record and is likely to be the last to show an increase for some time.

Women continued to have greater success in finding jobs than men, at least among arts, social studies and pure science graduates.

Overall, university graduate unemployment - the proportion believed from returns to be unemployed six

months after graduation - was 11 per cent last year. But it was only 9-10 per cent for women across all the disciplines, whereas it rose as high as 14 per cent for male arts graduates.

There was a significant increase in the proportion of graduates going into some form of buying or selling. Management services, banks, insurance and finance also showed increases, as did manufacturing industry.

The proportion going on to some form of full-time training continued to drop. Full-time training - including the Post-Graduate Certificate in Education - absorbed only 11 per cent of male university graduates last year compared with 24 per cent of women.

"University Graduates 1983, summary of first destination and employment, published by the Central Services Unit for University and Polytechnic Careers and Appointments Services (CSU) in conjunction with the statistics subcommittee of the Association of Graduate Careers Advisory Services (AGCAS).

Available from the CSU at Crawford House, Precinct Centre, Manchester M13 9EP, price £1.65 including postage.

Women are sweeping away with trophies in technology. Five women engineering undergraduates at Manchester University took top awards in this summer's exams, including Ms Julia Gauntley, who came first in the second year of the four-year engineering manufacture and management degree. Only 8 per cent of engineering undergraduates at the university are women.

At the Camboirne School of Mines, the first woman to graduate from the school, Ms Caroline Julie Holl, this year received a first class honours degree, a gold medal for the best student in the year, and an economics prize. Ms Holl's degree is in mineral processing technology, and she has also been given an award by the Minerals Engineering Society.

An engineering lecturer at Manchester University, Mr David Walton, commented, "Our women are now very much challenging the man's world of engineering. We have graduates who are managing factories, controlling motor industry production and designing power stations, bridges, dams and tunnels."

Anti-racism may be a 'dirty word', lecturer warns

by Diane Spencer

Anti-racism is in danger of becoming a "dirty word" a black college lecturer has warned.

"If multicultural has become a dirty 13-letter word denoting a soft, tokenistic, add-on approach, anti-racism has become an even dirtier, 10-letter word denoting an aggressive and negative approach with counterproductive results," Ms Ranjit Arora, who is head of the Bradford and Ilkley Community College, asks how racial harassment can be monitored in schools if racist teachers go unchallenged.

She also wonders how an education authority expected teachers to have confidence in policy statements when some employees expressed blatant racist views in the name of freedom of speech.

Multicultural Teaching, Volume 11 number 3 summer 1984, £6 for three terms issues, Trentham Books Ltd, 40 Wenger Crescent, Trentham, Stoke-on-Trent ST4 8LE.

Spending claim

Spending on local government services, including education, has declined in real terms since 1979 while that of central government has gone up, according to a new survey.

The claim that local authorities need to be better controlled in the public interest is a "myth" says the Society of Local Authority Chief Executives (SOLACE).

Its report says it explodes 14 myths about local government including the claim that local authorities have not cut staff and that town halls are less efficient than private firms.

Local Government: The Facts, SOLACE, County Hall, Maidstone, ME14 1XQ.

Picture credit

The pictures of miners' children at a summer camp at Weston-Super-Mare on page 1 of last week's *TES* should have been credited to Pete Maxey. We apologise for this error.

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With two pay arbitration hearings due next week Mike Durham reports (here and opposite page) on the teachers' and employers' submissions and Diane Spencer looks at evidence from the FE panel



Teachers say they merit more money because of the stress and responsibility of their job and because comparable professions such as senior policemen and office managers have moved way ahead of them.

A tale of social and financial decline

Teachers' unions will tell the arbitrators on Monday of a "marked deterioration" in the financial and social standing of classroom teachers over the past 10 years.

According to the submission by the Burnham teachers' panel, teachers' pay has been seriously eroded in the face of increasingly difficult working conditions since the 1974 Houghton Report.

The teachers are claiming a "substantial" salary increase - of at least 30 per cent - to restore their pay to the levels of 10 years ago.

Their 60-page submission to the arbitrators of ACAS, the Government's arbitration and conciliation service, makes two main points.

On the level of pay in comparison with other professions, it claims evidence of decline over the past 10 years. And in a section called "Today's Teachers", it lists the extra burdens now said to be faced by members of the profession.

The submission claims "a substantial salary increase for all teachers which will achieve a significant restoration of teachers' pay to the relative levels of the 1974 Houghton Committee".

The submission, which has already been sent to the management panel ahead of next week's arbitration hearing, begins with a review of the Burnham Committee's Pay Data Working Party.

It then refers back to the Houghton Report.

It says: "The importance of Houghton lay not just in the recognition of the fact that teachers had been underpaid for years, but in the acceptance that something needed to be done for the future."

"Although it rejected the idea of a Standing Review Body, the Houghton Report recommended that greater account should be taken of the movements in outside pay levels when updating teachers' pay."

The teachers say that, in the absence of any further independent inquiries into teachers' pay since 1974, they have been forced to use arbitration "as a means of ensuring the implementation of the recommendations of previous independent bodies".

This is followed by a detailed comparison of teachers' pay with that of other professions.

The submission claims: "Teachers' earnings have dropped in comparison to the 'average' professional salary."

In May 1974, just after the Houghton Report recommended large salary increases for teachers, the average teacher's salary was £2,098 - or 137 per cent of the average non-manual salary.

By April 1983 the teaching unions put the average teacher's salary at £9,240 - a decrease in real terms in the wages race because it represented only 110 per cent of the average salary.

If the employers' offer of 4.5 per cent was accepted this year, the teachers claim, the margin would fall still further. The unions estimate the teachers' average salary would be £9,656, or 117 per cent of the average.

The submission says: "If the Management Panel's offer of 4.5 per cent were to be endorsed, the relative position of teachers' pay would be actually below the pre-Houghton level [108 per cent of average]."

"This is the relative level which in 1974 was regarded by the Government of the day and by the local authorities

TEACHERS' SUBMISSION

as being totally unacceptable and in need of a major revaluation.

"For teacher's pay to be restored [to post-Houghton average levels] would require the teachers' average salary to be £12,380, nearly 34 per cent above the present levels."

Teachers average pay has dropped in comparison with other professions. The teachers draw a comparison with 24 other professional groups. They claim the list is not selected to favour the teachers' case, but jointly agreed with the employers.

In every other occupation - except one, the Civil Service - salary-earners had achieved a higher percentage increase than teachers over the past 10 years, the teachers' submission claims.

The teachers still earn slightly higher than the non-manual average pay. In April 1974 the non-manual average was £43.40 a week and the teachers' £59.58 a week. In April 1983 the non-manual average was £161.01 and the teachers' average £177.69, according to the figures.

But the average professional salary has increased by 270 per cent compared with the teachers' increase of only 198 per cent, according to the claim. And individual professions show marked differences.

Nurses and nursing administrators had achieved increases of well over 300 per cent since 1974. Senior policemen had been given rises worth 304 per cent.

The submission says that 10 years ago five groups - accountants, computer programmers, chemists, electrical engineers and office managers - were within £3-a-week of teachers' pay. Today the differential is an average of £58.71 weekly for the five professions.

"The Teachers' Panel recognizes

that local authorities operate under constraints but it cannot accept that teachers should subsidize the education service by accepting low pay settlements."

"According to the recent public expenditure White Paper, it is the Government's intention that the level of expenditure per pupil will be reduced in 1984-85, however low the pay increase awarded to teachers."

The submission singles out the Nurses and Midwives Review Body pay rise of 7.5 per cent accepted by the Government in June. "If an overall increase of 7.5 per cent is regarded as stabilizing the position of nurses, it is clear that a 4.5 per cent increase for teachers would be regarded by the same body [the Review Body] as a significant 'destabilization'," it says.

It goes on to make comparisons with the reports of the review bodies on doctors and dentists, top salaries and the Armed Forces as well as pay rises given to MPs.

These reports, the submission says, give evidence for the flexibility of cash limits for "favoured groups". Cash limits were not inviolable and teachers should not be singled out to suffer the effects of cash limits.

"The problem with the cash limit argument is that, ultimately, it is a question of priorities... both for the i.e.a.s in their ordering of budgets and balances, and for the Government."

"It is not the job of independent arbitrators to consider the ordering of priorities as between pay and other educational resources. The Teachers' Panel is asking for a view from the arbitrators in relation to proper professional levels of pay. It will then be for the profession and for the education authorities to argue for the extra resources to meet new costs."

It concludes: "The sort of education service this country deserves is one which can attract and motivate the best and most highly qualified people into the service."

"If it is not acceptable for the health service to be financed by a low

pay award for nurses, or for the law and order budget to be subsidized by low pay awards for the police and Armed Forces, why should teachers accept low comparable levels of pay to finance the education service?"

Stressful job

Teaching is becoming a more difficult and stressful job with an ever-increasing risk of ill-health to teachers, according to the submission.

The document says: "Over the past 10 years, the demands upon teachers have intensified dramatically. Teachers are now expected to carry a heavier workload, to produce higher standards of performance and to shoulder greater responsibility. As a consequence, teaching today is more stressful and requires higher levels of expertise than in the past."

The submission lists a huge number of changes which, it claims, have come about in teaching since the last major review of teachers' pay in 1974.

● Broadening of the Curriculum. Teachers are now expected to teach many new subjects and areas, including environmental studies, multi-cultural education, pre-vocational training, craft, design and technology, and computer skills. At the same time, teachers have been under pressure to improve "core" subject teaching in English, maths, science and foreign languages.

In a rapidly changing social and economic environment, teachers have to include health education, community work and more specific subjects such as microcomputing in school courses.

● Children with special needs now occupy an increasing amount of teaching time. Such children include children with learning difficulties, ethnic minority children, and girls, according to the submission.

● Teaching is more time consuming than ever before, the submission goes on to claim, because of the need for more careful planning and implementation of policy.

● Evaluation and assessment including continuous assessment examinations and pupil profiles add to the pressures on teachers.

● Mass unemployment and the prospect of joblessness causes discipline and motivation problems in secondary schools. Younger children whose parents are unemployed bring more and more emotional problems to school. Teachers have to take on the roles of social workers and counsellors.

● Television has caused increasing discipline problems along with youth fashions like glue sniffing.

● More accountability to the local community including demands from parents for regular meetings and full written reports are a further encroachment on teachers' time.

The submission concludes: "Teaching is now a much more 'holistic' activity: schools are increasing and subject to consumer choice; and parents, employers, politicians and the media all expect, often contradictory, demands of teachers to be met."

"In view of these new pressures, it is not surprising that teachers report an increasing incidence of stress-related illness within the profession and that there has been a significant increase in the number of teachers taking premature retirement on grounds of ill-health."

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● Children with special needs now occupy an increasing amount of teaching time. Such children include children with learning difficulties, ethnic minority children, and girls, according to the submission.

● Teaching is more time consuming than ever before, the submission goes on to claim, because of the need for more careful planning and implementation of policy.

● Evaluation and assessment including continuous assessment examinations and pupil profiles add to the pressures on teachers.

● Mass unemployment and the prospect of joblessness causes discipline and motivation problems in secondary schools. Younger children whose parents are unemployed bring more and more emotional problems to school. Teachers have to take on the roles of social workers and counsellors.

● Television has caused increasing discipline problems along with youth fashions like glue sniffing.

● More accountability to the local community including demands from parents for regular meetings and full written reports are a further encroachment on teachers' time.

The submission concludes: "Teaching is now a much more 'holistic' activity: schools are increasing and subject to consumer choice; and parents, employers, politicians and the media all expect, often contradictory, demands of teachers to be met."

"In view of these new pressures, it is not surprising that teachers report an increasing incidence of stress-related illness within the profession and that there has been a significant increase in the number of teachers taking premature retirement on grounds of ill-health."

No cash and no need for bigger rise, i.e.a.s claim

EMPLOYERS' SUBMISSION

The submission goes on to claim that there is no chance of the Government coming forward to "bail out" local education authorities. Sir Keith Joseph, the Education Secretary, the panel says, has often made that position plain.

The Government's view derives not only from its general economic policy but also from its view that the education service is adequately resourced so long as the available resources are properly deployed among the different components of the education budget."

It quotes from the Government's Public Spending White Paper on the planned reduction of teachers in 1984-85 to 1986-87.

The Chancellor and the Secretary of State for Education have made it clear that they look to i.e.a.s to absorb the costs of the teachers' pay award within their existing resources.

Authorities are now facing a harsher financial regime than ever before.

The authorities argue that even the original offer to the teachers of 3 per cent would have caused grave problems for some authorities, although they conceded: "It might now be said by some that this [sum] was erring on the side of caution."

"Nevertheless, a number of authorities claimed then, and still do, that such a salary increase places them in financial difficulties which can only be met by further reductions in service."

Financial difficulties

Most local authorities had budgeted, on Government advice, for a 3 per cent rise. Even a 4.5 per cent rise would cause problems, and it would worsen with every percentage point.

The submission gives three examples of the choices said to be faced by local authorities:

● A large county has a contingency provision of 3.5 per cent for pay rises. The 4.5 per cent on offer means the education committee must find £800,000.

It has decided to cut its grant to the polytechnic (£250,000), cancel swimming lessons (to save £50,000), cut in-service training (£50,000), and books and materials (£100,000). Other items totalling £350,000 complete the saving.

A further 1 per cent on the pay award would cost the county £680,000 and push it into "penalty" for overspending.

A large metropolitan county could absorb the 4.5 per cent pay rise but every additional percentage point would cost the authority £1m, the equivalent of 90 teachers' jobs.

The authority has reserves of only £2.6m and is already suffering penalty under the Government's local government spending rules.

A county i.e.a.s could meet a 4.5 per cent settlement, but is already 2 per cent into grant penalty for overspending on its Government target. It has come "totally to the end of other possible economies."

A higher pay award would mean too few teachers, a reduction in capitation, and cuts in supply teachers.

The Management Panel's case is founded on four principal arguments:

□ Financial resources

The financial resources available mean that an increase of more than 4.5 per cent will cause serious damage to the quality of education in most authorities. Even a 4.5 per cent increase will cause damage in a significant number of authorities.

□ Recruitment, retention and motivation

There are no difficulties in recruiting, retaining and motivating teachers which would justify an increase in pay beyond that already proposed.

□ Other settlements in local government

Almost all local government groups, other than police and fire brigades, to whom special arrangements apply, have now accepted increases which cost 4.5 per cent. There is no case for special treatment for teachers.

□ Teachers' pay, duties and responsibilities

Any examination of relative pay must be accompanied by broadly based reform of duties and responsibilities and salary structure. Such reforms are already under discussion.

It argues that because of their low pay the manual workers could be seen as a special case, but even so their pay award averaged only between 4.1 per cent and 5.1 per cent. It was not intended to set a precedent.

In fact, 11 groups of local government employees, including the Scottish teachers and lecturers, chief officers and chief executives, had since settled for 4.5 per cent.

The submission claims that the two main groups to settle above this figure - the police and firemen - were groups "to whom special considerations apply".

The police received an 8.4 per cent increase in September according to a special formula. But that recognized that they had no right to strike, and reflected the Government's high priority for law and order.

Firemen had a similar pay formula: their 7.8 per cent pay rise had been eroded by a 4 per cent rise in their pension contribution.

Elsewhere in the public sector, the

nurses and midwives and para-medical staff settlements of 7.5 per cent were "the product of special reviews and widely seen as special recognition for those who maintained services and did not take industrial action last year".

The Management Panel claims that in the public sector and compared with private industry as a whole, the 4.5 per cent offer is generous. "The offer to teachers is towards the upper end of the range of settlements."

In a tough section on Recruitment, Retention and Motivation of Teachers, the submission questions the argument that local authorities need to pay teachers more to maintain their service.

It says that teacher recruitment is very satisfactory. The demand for new recruits has dropped dramatically and there has been a sharp increase in the number of unemployed teachers.

At the same time the quality of new teachers has improved, with a higher proportion of graduates.

Local "pockets" of teacher shortages in some subjects - particularly science and mathematics - do exist. But the Management Panel says that some local recruitment difficulties do not justify paying teachers more overall.

"Against this generally satisfactory position, it is not reasonable to suggest a substantial general increase on supply grounds."

Such an increase for all teachers would add greatly to the pay bill and would seem unlikely to affect the pockets of recruitment difficulty."

The evidence goes on to say that persuading teachers to stay in the profession has not been a problem. With good job security, teachers tend to remain in the profession rather than leave for other jobs.

i.e.a.s, in fact, have experienced some difficulty in shedding teachers as pupil numbers have dropped. Even so, very few teachers have had to be made redundant.

The increasing average age of teachers, due to the decreased mobility in the profession, was itself costing i.e.a.s money because of the incremental structure of the Burnham salary structure.

Motivation of teachers, on the other hand, is "a difficult matter to address with confidence", the Management Panel concedes.

It recommends that the questions of waiting time for promotion and the prospects of able young teachers should be left to the salary structure talks being held separately on the issue.

The Panel concludes: "There are no serious or general problems of recruitment and retention of teachers which demand a pay increase as part of their solution."

"In so far as there is concern over teacher motivation which can be tackled by changes in pay or pay structure this is already being tackled in a very vigorous way in the Joint Structure Working Party."

Structure talks

Although both sides in the decision to seek arbitration agreed to ask the arbitrators not to consider the work of the structure working party, the Management Panel submission devotes five pages to it.

The management side says it is concerned at the inability to reach an agreement over teachers' contractual obligations, and claims: "The teachers' unions take advantage of the lack of definition to promote a form of industrial action which consists of urging or instructing teachers to 'withdraw goodwill'."

It goes on: "The thrust of the Management Panel's concern is the cumulative erosion of professional commitment, a fear that numbers of teachers, having been assured by their unions during times of dispute that much of what they actually do is voluntary and unpaid, will see no reason to resume these activities once the industrial action is over. This cannot be in the long term interest of teachers."

The Management Panel wants to impress on the arbitrators that it would be wholly inappropriate to place a new and higher relative value on the teachers' job unless at the same time the content of that job is contractually defined in such a way that individual teachers know what is expected of them and what it is they are paid for."

But it concludes: "The need is to settle an increase for this year only, without altering the pay structure, so that the vital task of reform is not impeded."

Productivity up but pay down, college lecturers argue

College lecturers have been rewarded with smaller pay packets for increased productivity, further education teachers' unions say in their submission to the arbitration tribunal.

Other evidence also reveals that the standard of living and pay of lecturers has seriously declined in recent years compared with similar groups of workers.

The unions are claiming a substantial percentage increase for all lecturers and a better career structure for those on the lowest grade.

The further education pay dispute was referred to arbitration in June after the local authorities failed to improve an offer of 4 per cent plus £330 for lecturers on the top of the lowest scale which had been rejected by the membership of the largest union, NATFHE.

While the number of students in FE has increased dramatically, staffing has remained the same. Enrolments of advanced FE students went up by 7 per cent between 1981-2 and 1982-3 but the number of polytechnic lecturers stayed at 17,000, say the unions.

The National Advisory Body for local authority higher education has predicted an improvement of at least 20 per cent in teacher productivity in advanced FE in the next academic year, they add.

The public sector is also more cost effective. The cost of training a student in a polytechnic is £3,120 compared with £4,400 in a university. But a gap of at least 5 per cent has opened up between university lecturers and lecturers doing advanced FE work, says the evidence.

Between 1976 and 1983 average earnings of FE lecturers rose by 107.8 per cent whereas that of personnel officers went up by 152.9 per cent, accountants by 144.4, civil engineers by 133.3 and local government administrators by 123.

Since the Houghton Report a typical lecturer (one on grade 2, point 10) now earns £11,568 needs an increase of 24.4 per cent to keep pace with inflation.

"In order to maintain the living standards of the community in general by keeping pace with the Index of Average Earnings, the increase would have to be 38.4 per cent. When the Average Salaries Index is used, this figure becomes 43.3 per cent," the unions say.

The FE teachers' panel is determined to press its claim on improving the lot of those on the lowest grade by automatic progression from the top of Scale 1 to Scale 2. The 16-point lecturer 11 scale does not operate as a proper career structure, the unions argue.

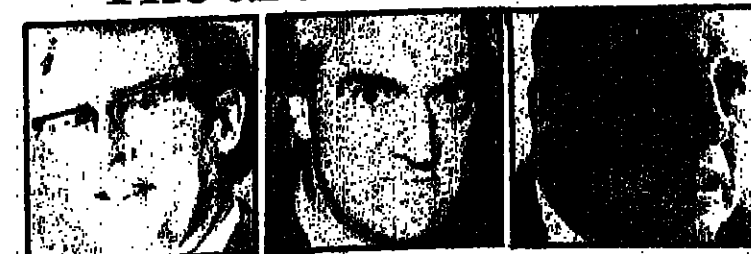
Two-thirds of those on it are appointed at or near the top of the scale. Around one-third spend between 10 and 20 years on point 16 and more than half are now at the top end compared with 47.6 in 1980.

Given the increased demands on these lecturers from agencies such as the Manpower Services Commission and NAB, and the greater flexibility needed from them, "the case for a structural change is unanswerable other than by major reform" say the unions.

The lack of a proper career structure has also meant that people with commercial or industrial experience have not been recruited to teach shortage subjects.

Mr David Triceman, negotiating secretary for the National Association of Teachers in Further and Higher Education, said this week: "Local authority employers have argued for years that they are restricted in what they can pay by Government policy. Yet they have called for greater output from lecturers, and work of greater quality. The two demands are incompatible: you cannot get the best further education in the bargain basement."

The arbitration team



From the left Professor Eric Armstrong, emeritus professor of industrial relations at Manchester Business School; John Hughes, principal of Ruskin College, Oxford; and Bob Ramsey, former industrial relations director at Ford.

NOTICEBOARD

PEOPLE...



Richard Harris



Maura Docherty

SCHOOL APPOINTMENTS
Mr Richard Harris, deputy head of Streatham Wells primary school, to be head of Meridian primary school, Greenwich.
Ms Maura Docherty, a tutor at the ILEA's Centre for Urban Educational Studies, to be head of Tufnell Park primary school, north London.

UNIVERSITY APPOINTMENTS
Mr Peter Mitchell, former head of Quintin Kyneston School, north-west London, to be senior tutor for initial courses at the University of London Institute of Education.
Dr Tom Bower has been appointed to a personal chair in experimental child psychology at the University of Edinburgh, and Dr Colwyn Trevarthen, to a personal chair in child psychology and psychobiology.

ADMINISTRATIVE APPOINTMENTS
Mr Catherine Sander to be tutor organizer for North Oxfordshire Workers' Educational Association.
Mr Brian Lund to be director of the Open University's Management Education Programme.

CONFERENCES...

September 26
Using the Micro in Business Studies: a one-day MEP/Pitman conference for teachers of business studies at the Resources Centre, Coach Lane Campus, Newcastle Polytechnic, Newcastle-upon-Tyne. The conference will look at how to introduce into the curriculum word processing, data bases and business studies software and there will be practical sessions. Details from Ms E Tarrant, Pitman Service Department, 128 Long Acre, London WC2E. Fee £4.

October 13
Annual conference and AGM of the National Association of Governors and Managers at

Manchester Teachers' Centre, 137 Barlow Moor Road, West Didsbury, Manchester M20 8PW. Non-members are welcome. Details from Celia Jordan, 72 Grappenhall Road, Warrington WA4 2AX.

October 19
Society of Industrial Artists and Designers seminar on the nature of course provision in 3-D Design Education. Fee for members £20, non-members £25. Details from Andrea Clarke, SIAD, 12 Carlton House Terrace, London SW1.

October 20
Women in Education: The National Association inaugural conference at the Cumbria Grand Hotel, Grange-over-Sands from 9.30 am to 4.30 pm. Details from Heather Shaw, Mill House, Preston Old Road, Freckleton, nr Preston, Lancs.

EVENTS...

September 9
Science Museum's open day at Wroughton Airfield near Swindon. Four hangars will be open with displays of agricultural machinery, civil aircraft, commercial vehicles and space rockets. The airfield will be open from 10 am to 5.30 pm. Details from the Science Museum, South Kensington, London SW7. Tel: 01-589 3456.

September 22-23
Children, Planning and Play Conference at Shoreditch Play Park, Hackney to bring together architects, planners, educationists, play workers and community associations to discuss urban play spaces and strategies for future projects. For details of the adult and children's practical workshops, please contact Jane Riches, 17a Tufnell Park Road, London NW10PG.

RECENT PUBLICATIONS...

Investigating Talk in Cumbrian Classrooms
Investigations by secondary school teachers in Cumbria into the role of exploratory talk in the relationship between language and learning as part of the Schools Council Programme 3: Developing the Curriculum (or a Changing World). It offers practical insights into providing effective opportunities for talk in the classroom. It is available from Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP, price £3.

The Role of the Head of the Department
A collection of papers from serving heads of department in non-advanced and advanced further education in the public sector, including large and small I.e.s. colleges of further and higher education (F/H/E), I.e.s. tertiary colleges and a Scottish central institution. Topics include participative decision-making, appointment of staff, training and aspects of middle management. Volumes I and II are available from The Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RD, price £3.50.

Dragons Teeth
The summer edition of the magazine of the National Committee on Racism in Children's Books contains a report on the Black Youth annual Penmanship Awards, articles and book reviews. It is available from bookshops or from NCRCB, Notting Hill Methodist Church, 7 Danbigh Road, London W11, price 50p.

Council for Educational Technology
The CET Postal Educational Umbrella Service enables education and training organizations to publish information on Prestal. For further information contact Alison Goslin on 30 74497, or CET, 3 Devonshire Street, London W1N 2BA.

CLASSROOM FOR IMPROVEMENT?

In March of this year, a committee of inquiry set up by the ILEA a year before to report on underachievement in comprehensive schools, produced their five year plan entitled 'Improving Secondary Schools'. The TES published a three page summary covering the main points in the Committee's 104 recommendations, on March 23.

Reprints of this feature are now available at a cost of 25p each. Readers requiring copies should send cheques/postal orders (no cash please), made payable to Times Newspapers Limited, to:

Lesley Griffiths
The Times Supplements
Priory House
St John's Lane
London EC1M 4BX

Counties to enter talks on FE funding

The Manpower Services Commission has persuaded three Labour counties to agree to preliminary consultations over its takeover of part of their college funding. Their decision has embarrassed the Tory shires, most of whom are boycotting the Commission's attempts to start such discussions.

The three authorities, Staffordshire, Nottinghamshire, and Northamptonshire, are among a handful of the members of the Tory-controlled Association of County Councils who have agreed to let their officers explore what the MSC is offering them. All the councils have now been told how much of their 1985-86 rate support grant will be handed over to the control of the MSC, which intends to redistribute the money as shown in the accompanying table.

Only four or five of the Tory and hung councils in the ACC have indicated they are prepared to meet MSC officials and one of them which has already done so, Essex, has told the ACC that the meeting has confirmed its opposition to the plan.

The Labour-controlled Association of Metropolitan Authorities has advised its members to have nothing to do with the MSC officials' attempts to open discussions and this week it looked as if all the metropolitan authorities were acting on that advice.

Mr Leonard Jacques, vice-chairman of Staffordshire's education committee, said that he thought that the council's officers were involved in no more than their routine meetings with MSC officials at which the Commission's proposals might be raised. But

Edited by
Mark Jackson

later his director of education, Mr Tom Hadley, said that the authority had authorized him to find out what the MSC had to say. It did not mean that he and his colleagues were in any way cooperating with the MSC and he added: "The authority remains violently opposed to the proposed changes."

Meanwhile, local authority financial experts spent much of the week trying to work out how the MSC had arrived at its proposed share-out of the £61m plus being taken from the rate support grant and how it would affect what the authorities do. As the table indicates, some would get significantly more than they would have expected under the present system, and others correspondingly less.

The MSC wants to pay authorities a sum reflecting the actual number of students attending their colleges, regardless of where they live. So it has taken the total number of student full-time equivalents at each college and compared this with the grant-related expenditure of each local authority which takes into account the students attending out-county colleges.

Local government experts say that it is wildly unrealistic to base the calculation on the whole of the Non-advanced Further Education return, which includes students on courses that have nothing to do with work.

This could mean that an authority running a large art school attracting students from its neighbours could receive extra money at the expense of other authorities even if many of its own youngsters were having to go outside the county to do work-related courses of the sort that the whole exercise is intended to encourage.

On the other hand, a council which had cut back on courses which the MSC considered "irrelevant" might be exporting youngsters to other authorities who continue to run these courses, but would therefore be penalized under the proposed share-out.

Provisional allocation of MSC resources for NAFE among I.e.s.

Authority	Indicative allocation of MSC resources for NAFE (£m)	Reduction in provisional targets for I.e.s. (£m)
North West		
Oldham	0.227	0.278
Stockport	0.369	0.416
Tameside	0.337	0.308
Manchester	0.788	0.546
Salford	0.435	0.304
Trafford	0.365	0.387
Bolton	0.416	0.353
Bury	0.140	0.231
Rochdale	0.187	0.216
Wigan	0.606	0.518
Cheshire	1.339	1.548
Lancashire	1.881	1.918
Liverpool	0.804	0.828
Sutton	0.388	0.378
Knowsley	0.177	0.277
St Helens	0.346	0.283
Wirral	0.644	0.492
Cumbria	0.600	0.686
Sub total	9.780	
Yorkshire and Humberside		
Bradford	0.478	0.470
Calderdale	0.180	0.233
Kirklees	0.506	0.612
Rotherham	0.317	0.386
Sheffield	0.882	0.822
Barnsley	0.219	0.262
Doncaster	0.388	0.357
Wakefield	0.473	0.482
Humberside	1.027	1.022
Leeds	0.808	0.823
North Yorkshire	0.816	0.836
Sub total	6.203	
North		
Newcastle	0.454	0.270
North Tyneside	0.238	0.280
Northumberland	0.178	0.273
Gateshead	0.167	0.179
South Tyneside	0.319	0.316
Sunderland	0.278	0.313
Durham	0.418	0.623
Cleveland	0.889	0.886
Sub total	2.840	
Midlands		
Birmingham	1.207	1.105
Solihull	0.319	0.357
Coventry	0.832	0.494
Warwick	0.817	0.546
Dudley	0.385	0.371
Sandwell	0.480	0.407
Leice	0.988	0.885
Norfolk	0.876	0.811
Hereford & Worcester	1.385	1.359
Stafford	0.888	0.988
Selby	0.526	0.557
Stafford	1.474	1.615
Walsall	0.297	0.345
Wolverhampton	0.383	0.323
Lincs	0.756	0.836
Derby	1.345	1.445
Sub total	12.488	
South-West		
Avon	1.102	1.081
Cornwall	0.484	0.550
Devon	1.680	1.478
Dorset	0.888	0.892
Somerset	0.882	0.885
Glos	0.807	0.844
Wiltshire	0.792	0.763
Solihull Isles		0.004
Sub total	6.873	
South and East		
Beds	0.840	0.651
Cambs	0.910	0.781
Berks	0.888	0.808
Oxon	0.718	0.882
Bucks	0.876	0.723
Herts	1.407	1.402
Essex	1.626	1.860
Hants	2.111	2.124
I.O.W.	0.160	0.172
Kent	1.825	1.958
Norfolk	0.804	0.808
Suffolk	0.578	0.621
East Sussex	0.782	0.793
West Sussex	0.708	0.768
Surrey	1.113	1.222
Sub total	14.844	
London		
Barnet	0.321	0.344
Enfield	0.429	0.469
Haringey	0.304	0.328
Harrow	0.288	0.305
Ealing	0.372	0.447
Hillingdon	0.157	0.258
Hounslow	0.278	0.248
Kingston	0.286	0.183
Merton	0.173	0.201
Richmond	0.338	0.327
Sutton	0.213	0.216
Barking & Dagenham	0.346	0.154
Havering	0.240	0.320
Newham	0.437	0.298
Redbridge	0.134	0.247
Waltham Forest	0.311	0.280
Bexley	0.268	0.278
Bromley	0.235	0.207
Croydon	0.368	0.406
Inner London Education Authority	3.844	
Sub total	8.822	
Wales		
Cardiff	0.639	
Gwynedd	0.203	
Powys	0.161	
Dyfed	0.280	
West Glamorgan	0.480	
Mid Glamorgan	0.461	
South Glamorgan	0.422	
Gwent	0.603	
Sub total	3.260	

Alarm as standards of self-expression plunge

WEST GERMANY

Paul Bendelow on a 'shocking' decline in literacy

The introduction of basic German courses for German post-graduate students has highlighted the concern over declining literacy standards at all levels of West German education.

According to Professor Eberhard Passarge, who heads Essen University's Institute for Human Genetics, "Young people today have difficulty mastering the German language."

His colleague from Essen's literature faculty, Professor Horst Albert Glaser, claims that "The ability to express oneself orally has shrunk to a hitherto unknown minimum."

Such statements have been confirmed by a recent nationwide survey of higher education teachers, whose most frequent complaint concerned students' language inadequacy. Similar complaints are often voiced by employers' associations and chambers of trade and commerce in West Germany, despite the growing number of apprentices with O and A level equivalents.

The head of training for Daimler-Benz in Stuttgart, for instance, recently said that "writing skills have reached a deplorably low level", and his opposite number in Hamburg's Commerzbank described his trainees' standards of German as "shocking, irrespective of their type of school".

Many lay the blame for declining literacy on educational reforms of the last decade, which gave added weight to oral expression in German at the expense of spelling and grammar, and which also reduced the importance of German in school-leaving qualifications.

Teachers, too, are criticized for the widespread use of multiple-choice

techniques and worksheets required one-word answers, which reduce practice in sentence construction and punctuation.

Young teachers are themselves often accused of being less than proficient in the written language and therefore unable to raise the pupils' standards - a view supported by much of the publicized instances of teachers incorrectly correcting pupils' spelling. When a teacher alters *kaputt* to *kaput*, for example, he must expect to be charged with describing his own level of competence.

Some regional authorities have now adjusted primary school curricula to place greater emphasis on reading and writing, with special attention given to spelling and grammar. Baden-Wuerttemberg, one of the first federal states to retest the three Rs path, is also requiring grammar schools to increase the number of German lessons and to reintroduce spelling and writing tests.

Elsewhere, educationists have been at pains to identify the vocabulary children require at certain ages and to ensure adequate practice in these words at school. In Berlin, for example, children are expected to have a minimum of 1,086 words at their command, before leaving primary school. In Bavaria, there have been calls for the reintroduction of poetry learning by rote in primary schools, as a means of encouraging language awareness.

At the opposite end of the education process, students preparing for diploma and doctorates at Aachen University are being offered additional courses in basic German, to help overcome their difficulty in expressing themselves.

Disquiet at dwindling literacy skills has also helped to revive the movement for reforming German itself, which is seen by many as an over-complicated language presenting unnecessary barriers to proficiency. The Rhineland-Palatinate's education minister, Herr Georg Gölter, recently

proposed the appointment of a national commission to make recommendations for simplifying the written language, such as abandoning capital letters except at the beginning of sentences. At the moment, there are 78 separate rules governing the use of capitals in German.

The proposal was discussed at the latest meeting of the Regional Education Ministers' Conference, but no decision was taken, apart from establishing the need for consultation with the other German-speaking countries: the GDR, Austria and Switzerland. Change in the near future is certainly not in view and longer term plans would have to overcome entrenched opposition. An independent commission of Austrian, German and Swiss grammar school teachers, for example, came out against reform of the capital letter regulations earlier this year.

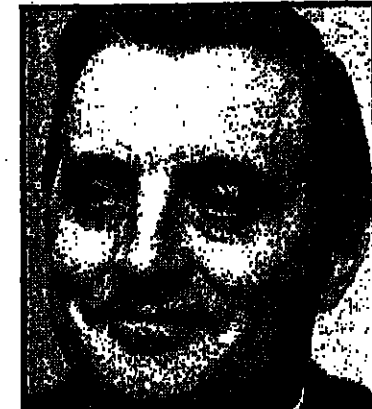
While accepting the need for language and teaching reforms, many see them as no more than a rearguard action in a losing battle against the transition from a literate to a largely visual culture dominated by television, comics and photographs. An estimated three million West Germans are classified as illiterate, but a much larger proportion - a third of the population - has never acquired the reading habit. Reading is also declining among 14 to 19-year-olds of all ability levels. Average television viewing, however, now amounts to four-and-a-half hours a day.

Opinion divides broadly between those who see the task of education as stemming and reversing this tide and those who believe teaching aims must adjust to irrevocably altered circumstances. While the former are perhaps in the majority at the moment, the latter are represented in educational planning. A recent guideline on vocabulary requirements issued in North Rhine-Westphalia, for instance, stated that "The TV age makes the inculcation of all too many words impossible."

Winning the public favour

UNITED STATES

Peter David looks at evidence of growing popular approval for the schools system.



Peter David: the better bet for education

Americans appear to be changing their mind about the quality of their schools. For the first time in 10 years, the annual Gallup poll on education, published this month, shows a rise in the marks most Americans give the public education system.

According to the survey, a high proportion of the population believes that the schools are doing a good job, and that teachers are generally competent but underpaid. Most believe that the election of Mr Walter Mondale in November would do more to improve education than the re-election of President Reagan.

The findings have startled many experts, because they come so soon after a spate of well-publicized national reports have focused attention on the falling of the schools rather than their achievements. The most prominent, President Reagan's National Commission on Excellence in Education, which was set up in 1983, had

guilt by "a rising tide of mediocrity". Americans at large apparently disagree. Satisfaction with local schools rose 11 per cent this year, with 42 per cent of those polled giving their schools an A or B grade. The number of Cs awarded also rose and the number of Ds and Fs dropped.

In addition, 50 per cent of the respondents agreed that teachers A and B grades compared with 39 per cent in 1983. The percentage of principals and

administrators receiving As and Bs rose to 47 per cent from 36 per cent in 1981.

The political findings of the survey will be closely examined by both the Republicans and Democrats, who expect education to become an unusually prominent issue in this year's presidential election. The results are encouraging for Mr Mondale - 42 per cent believe he is more likely than President Reagan to improve education, while only 34 per cent favour Mr Reagan.

But the Republicans can take some comfort from the fact that the figures in the public light with last year's Excellence Commission report, the Reagan Administration, which cut federal spending on the schools and proposed abolishing the Department of Education, was widely perceived as hostile to education.

That impression has persisted - but principally in the minds of black Americans, who backed Mondale's education policies over Reagan's by a staggering 76 per cent to 12 per cent. In the case of whites, however, Mr Mondale leads by only a single percentage point.

Part of the explanation appears to be that many middle-class Americans disapprove of the Democratic stance on specific policies.

Whitehall shifts Africa aid priority

The British Government is shifting the emphasis of its aid programme in Africa to give priority to placing expatriates in key posts in universities and other major institutions, a conference at Warwick University was told last week.

Mr Timothy Raison, the Minister for Overseas Development, said his department had concluded that the run-down in its manpower programme had, perhaps, proceeded too quickly. There was still a need, in the short and medium term, for expatriate personnel in key positions, he said.

"In consultation with other donors, we have become increasingly concerned

about the serious weaknesses of management and the shortage of technical expertise in many countries, especially in sub-Saharan Africa."

Those weaknesses have proved to be a major constraint on economic and social development. Britain had supplied professional and technical staff under the aid programme to fill posts in government service, schools and universities which could not be filled locally.

Over the past 10 years, the number

of such staff had declined sharply as local people were able to take over the jobs. In the long run, the manpower needs of African countries would be met from their own education systems, and that would still be an important objective of Britain's aid programme.

Mr Raison was addressing vice-chancellors from more than 30 countries at a conference organized by the British Council.

The vice-chancellors spent one day discussing links between universities



Opposition evolves as the creationist bandwagon rolls on

AUSTRALIA

Luis Garcia reports on a challenge to the fundamentalists

A bitter row has erupted in the northern Australian state of Queensland over the teaching of creationist theories as "scientific fact" in that state's government schools.

The row had its origins back in 1981 when the conservative National Party state government directed all government school principals to incorporate the teaching of creationism, an alternative viewpoint to the theory of evolution, in their syllabus.

But educators have only recently realized just how widespread these teachings are, and just how influential several fundamentalist religious groups, which support and encourage the teaching of creationism, have become.

One group in particular, the Creationist Science Foundation, has come under close scrutiny in recent months. The foundation, which has been incorporated as a company for the past five years, has two full-time directors whose job it is to disseminate creationist information to schools, colleges, community groups and anywhere else they can find an audience.

According to one of the directors of the foundation, Mr John Mackay, there is no trouble whatsoever getting into Queensland government schools and he claims there is strong support for creationist teachings from within the ranks of Queensland teachers. Critics of the foundation, of which there are many, say the issues surrounding the creationism debate include questions about the whole thrust of education in the state, and the degree of government intervention in the education system.

A senior academic, Dr Paul Wilson, an associate professor of sociology at the University of Queensland, said: "It really appalls me that at the moment the pressure put on teachers, civil servants, academics and administrators is probably stronger than I have seen it in the 17 years I have been here. There is pressure, I suppose, to abide by a frontier 'back-to-the-bible' form of authoritarianism."

Officially the government has taken a hands-off approach, saying that teaching of creationism in Queensland schools is not new and that all it asks is that creationism and evolution be given balanced treatment in the classroom.

The State Minister for Education, Mr Lin Powell, said: "What I am saying is that surely students should be

given all the facts? It is necessary that care be taken so that sections of the syllabus dealing with the origin of life are presented giving appropriate attention to each of the major theories purporting to explain the scientific data."

The question of the significance and importance of teaching creationism in Queensland is not an easy one to resolve. Estimates of how many teachers are committed to teaching creationism and how many are opposed to it are very difficult to obtain.

What is more certain however, is that there are strong forces pushing creationism in the state, with undue influence on the government. According to Mr Mackay, groups like his foundation believe that students should be presented with all sides of the argument. He said that many Christians involved in science and education were becoming aware of the pressures and social consequences put on young people to believe in evolution as a "fact".

He said that the social consequences of this were clear when, for example, schoolgirls contemplating abortion were taught by evolutionists that the foetus went through a number of phases, like fish and frogs, and that it was all right to destroy it at that stage. The Accelerated Christian Education group is led by Mrs Rona Joyner, an articulate and very tough mother of seven and one-time Anglican who joined the Presbyterians because she felt her former church had strayed a little. Mrs Joyner has been accused of having undue influence on the National Party, of which she is a member, and she certainly has a track record of success in changing government policy.

In the late 1970s she was very opposed to two school programmes, "Man - a course of study" and "Social educational materials project", which were eventually removed from schools. Both programmes were highly praised by progressive educators and included lessons on the family, consumerism and sexuality. But Mrs Joyner and her supporters objected to the programmes because they dealt also with homosexuality.

She has also taken up the fight recently against multicultural education, and against peace education, which she claims are "insidious communist plots".

In a recent interview, Mrs Joyner said: "There is planned under-education of children in government schools in this country and the whole idea is to make Australia a socialist republic. The less educated a generation is, the more it can be manipulated."

work to teaching law to policemen. Mr Geoffrey Caston, vice-chancellor of the University of the South Pacific, which covers 2,000 miles and more than a dozen states, pleaded for more high quality, low cost printed material to be produced. Videos were scarce and so was television.

OVERSEAS

Hilary Wilce looks at a high-tech export drive Chips for all the world

A dozen target countries are to be identified as the main potential market overseas for British school computer equipment and expertise.

This follows a British Council survey which found that at least 32 countries are now showing an interest in this area.

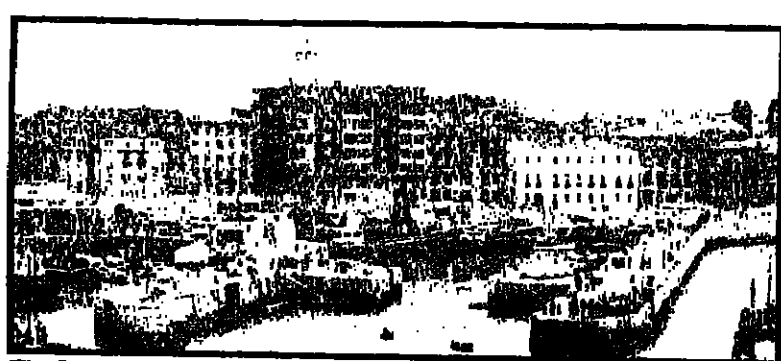
The council, which is working with trade and industry interests to develop the commercial potential of Britain's world lead in educational technology, recently asked its overseas representatives about local interests and developments in micro in schools.

The informal survey pinpoints countries where there is potential for British developments. Among them are Canada "considerable potential for further activity"; Egypt "a national plan is being seriously considered"; Qatar, "good prospects if properly handled"; Tunisia "the possibility of our holding a seminar"; Japan "potential for British software"; and Sri Lanka, "a great deal of interest in sixth-form computer literacy". Finland, Greece, Kuwait, and Malaysia are all identified as being on the point of making policy decisions.

The survey also shows where approaches might be a waste of time and money. All the Scandinavian countries, for example, are seen as likely to use their own hardware and expertise.

There has already been significant British involvement in educational technology developments overseas. British experts have addressed seminars in Italy and West Germany, and the Netherlands doubled its funds for school micro after a ministerial visit to the United Kingdom.

At the end of last year a British team went out to the Basque region in Spain



The Basque country... where British educational technology could assist an industrial revival.

to help draw up a plan to introduce computers into schools. The region, which is keen to revitalize its dated industrial base, is considering putting more than £1.5m into school technology over the next few years.

But the biggest breakthrough so far has been in India, where a plan to put computers into 250 schools and 50 resource centres, and to set up a high level training programme was arranged in just three weeks earlier this summer.

The pilot project is being funded by the Overseas Development Administration and managed by the British Council, which hopes it will yield vital lessons on the administration of large-scale computer projects overseas. Eventually the Indian Government plans to put computers into all its secondary schools which could lead to even greater commercial spin-offs for Britain in the future.

Mr Ian Johnson, head of the council's education group, said Britain was able to offer a unique combination of machinery, educational software and

expertise, "a total educational development", which put it well ahead of its rivals.

However, it was vital that the differing interests of education, hardware and software manufacturers, and the Departments and Trade and Education were coordinated.

"What we can contribute in assessing the market is information from our contacts with the educational field overseas. Trade people will have their contacts, but they might not know what the Ministry of Education is planning. In some countries they may not even be able to get to the officials."

Interest in using computers in schools spanned the whole range of countries, he pointed out. Newly industrialized countries had no choice, while many developing countries felt they had to get involved.

"If they decide they can't afford it, they'll be voluntarily putting themselves back in the Middle Ages, and no government is ever going to be prepared to do that."

Police chief wants the law laid down earlier on drink, sex and crime

SOVIET UNION

Kenneth Shaw on concern over teenage delinquents

A top Russian police officer has made a stinging attack on the way Soviet schools teach teenagers about the law of the land.

Captain Vladimir Ovchinskii, deputy chief of the police inspectorate in Moscow, asserts in a recent article published in Moscow that surveys of crime among youngsters show that many have only a vague idea about the principles of law and its administration.

The law is given a low rating among school subjects, he states, and law enforcement agents are rarely invited into schools.

Captain Ovchinskii recommends that since legal responsibility starts at the age of 14, law lessons in schools should begin at 12 or 13 instead of at 15, as at present.

Investigations across the country have established a close link between alcohol consumption and teenage crime. Most schools are indifferent to anti-alcohol propaganda, the police chief says. According to his data for juveniles, one in three teenagers drink spirits and also many younger schoolchildren.

However, some teachers consider that conducting anti-alcohol prop-

aganda in schools is unethical. Advice about drinking is usually linked with general anti-social behaviour. In trade and technical schools, moreover, even this advice is not given to students.

The outcome of all this, states Captain Ovchinskii, is an abysmal ignorance among young Soviet citizens about the adverse effects of drink on the physical and intellectual development and on health in general, and on working capacity in particular.

Sex education is also being neglected according to the captain, and this is causing family conflict and breakdown.

The policeman calls for more emphasis to be put on the social role of the family. "We consider that the criterion of the social importance of any worker should become not only his or her production successes, but the contribution made to rearing children," he goes on. He also wants to see new rules for parents as well as for pupils - the statements of norms and expectations drawn up in government decrees from time to time, and acting as the guidelines for schools.

Pointing to the recent setting up of a schools psychological service in Estonia, Captain Ovchinskii claims that it has proved extremely successful in the drive against anti-social behaviour among teenagers. He recommends that reports on school-leavers should contain psychological information which can be used to make early prognoses and prevent deviance and delinquency.



Ex-pupil alleges political bias at his old school

by Nick Wood

Timothy Evans, a former pupil of Pimlico School, has written a book alleging that the school was biased against him because of his political views.

From The TES, August 3

Right-wing bias

Sir - I found your article concerning alleged political bias at Pimlico School disturbing. It is obvious that the dossier of biased schools is itself biased - especially when compiled by the chairperson of a right-wing organisation.

Timothy Evans alleges that "cultural indoctrination" leads pupils to think of anti-nuclear demonstrations as good and spending cuts as bad. Surely these are or should be non-political issues? Nobody should want to be "naked", and as spending cuts affect everybody for the worse, nobody can actually want them.

The claim that he was branded a

freak for his political views may be true, but it is naive to expect this not to happen. In the school I attend, and others in the area, a person who is out of step with the general Conservative view and openly espousing socialist views is branded a freak. Throughout the school, the words "socialist", "red", "commie" and "Ruskie" are synonymous. Timothy Evans is complaining about one pocket of left-wing bias, but who will expose the truly vast right-wing bias in schools?

J D ALMOND (age 14½)
12 Wear Drive
Springfield
Chelmsford

bridge has a full Honours course leading to the BEd.)

It might still be interesting to hear Sir Keith Joseph define intellectually unassailable conceptual analyses of "education" and "commerce" in such a way as to allow the Prime Minister's Alma Mater to get off the hook for throwing out undergraduate studies in the former while inviting in the latter. The American Master of Magdalen (an economist) could probably help him. Sir Keith would, of course, have to consult Washington first.

DAVID WARDEN
Coordinator of Studies
Intensive English Courses
Law Faculty
Keio University
Tokyo

Waste in Ulster

Sir - Christopher Price has drawn attention to a recent survey report called "A Cry for Learning" (TES, July 6).

This report gives statistical evidence that thousands of unemployed West Belfast teenagers and adults, who want to continue to learn are being deprived of the chance to do so. If it is agreed that education is successful if it produces people who can contribute towards the transformation of their natural and social environment, people who play an active part in economic and social development and who, by dint of their work and ability are instrumental in satisfying the individual and collective needs of their community, then it cannot be denied that there is at present a shameful waste of human potential in West Belfast.

On a more hopeful note, however, there is an indication that the campaign for greater provision of adult/community education in that area has met with some success.

Recently, a deputation of representatives from the Committee for a College of Further Education met Mr Nicholas Scott and officials of the Northern Ireland Department of Education. He agreed that there was no doubt about the need for a fourth college and that Belfast Education and Library Board would soon make a decision on siting it in West Belfast. He also said that he was at present studying the report of the working party on community schools and was very hopeful that he would be able to accept its recommendations.

The campaign to bring about this response has proved to be an object lesson in political education, as communities in West Belfast became increasingly aware of the circumstances perpetuating their disadvantage. They realised their "challenge known", as Ullrich said. They did it peacefully, energetically, and with great persistence. Future generations in this troubled part of Northern Ireland will benefit from their efforts.

PAULINE MURPHY
Head of Community Education
St. Louis's Comprehensive College
468 Falls Road
Belfast

Wrong priority

Sir - It was, I suppose, hardly remarkable to read in the *International Herald Tribune* (June 11) that the University of Oxford is about to upgrade The Oxford Centre for Management Studies to full collegiate status this autumn "through a \$4.5m gift from the American financier John Stapleton", yet has thrown out educational studies except at post graduate level - leading to a first degree in that discipline.

Thatcherite England makes quite clear its priorities: that the academic "discipline" and vernal practices of commerce rate higher at Oxford than do the academic discipline and practice of education at the undergraduate level. (It is worth noting that Cam-

Historians unite

Sir - The suggestion by Trevor Fisher (TES, August 3) that an association of history teachers be formed to create a dialogue between historians working in higher and secondary education has been anticipated in Wales.

In September 1983, the Association of History Teachers in Wales was established, covering every aspect of history teaching and open to all in the profession. Since then we have built up a very strong membership, with 95 per cent of secondary schools in Wales affiliated - largely the result of invaluable support from advisers and officers within our eight education authorities. Even more encouraging has been the strong commitment from col-

Separation pains

Sir - The report of Jem Riley's and Mary Lund's research into children of divorce (TES, August 3) highlighted the value of teachers' emotional support for these children. My own research endorses this, but, in a representative sample of divorced families, few custodial parents had thought of telling teachers that they had split up. Some believed family life to be of no concern to the school; some thought teachers would expect to disclose their bewilderment and anger. How do we explain this to parents?

ANN MITCHELL
Department of Social Administration
University of Edinburgh

LETTERS

Teachers' politics are irrelevant

the very people with whom, on his own admission, he was "out of step"; he also managed to enjoy his time at school. He thus combined the experiences of systematic "cultural indoctrination", "overt propaganda", and "a good academic education with the help of first class facilities".

A course in A level government and politics is not solely concerned with ideologies. But ideologies in the classroom are a source of helpful interpretation and understanding.

Mr Keith Joseph may have passed the "dossier" to his civil servants, but it seems odd that he favoured Mr Evans with an interview, seemingly for the sole purpose of making accusations against his erstwhile teachers.

Mr Evans paints a picture of Pimlico School as a place where Western civilization as we know it is under threat, and decent people (such as himself) are branded as freaks and fascists. Oddly, he was also elected chairman of the students' council by

al. Even while an A level course progresses over two years, political events occur, demanding interpretation and analysis.

The students themselves mature to political enfranchisement; they bring attitudes and opinions to the classroom. The teacher's role, apart from helping students pass the exam, is to provide the context whereby assumptions are made explicit, opinions and attitudes refined into something approaching skill in written and oral argument; an awareness of the origin and legitimacy of differing opinions and assumptions, and the way they interpret an apparently seamless reality.

But while value-freedom may be impossible, intellectual rigour and honesty are not. At the end of the day there is a syllabus, and in respect of that, a teacher's political views are irrelevant. In any case, even the most politically committed teacher should be able to argue the merits of opposing

viewpoints, within or between ideologies, and be able to do so with conviction. A teacher who can't, could not seriously expect his or her own views to be credible to students - she would be little better than an unreflective bigot.

It is all too common to regard students as *tabula rasa* whose personalities and attitudes are moulded by teachers. Anyone who has spent any time at all teaching politics to A level knows that most students treat teachers' political views with relative indifference. The major political influences on them are either parental or those of peer groups. Mr Evans does his ex-classmates a disservice by an implication that their views on public issues, unlike his own, are an unthinking reflection of the views of others.

STEVEN COBB
Head of Social Sciences
Strode's College
Egham
Surrey

Why schoolchildren can think for themselves

my schoolmates after submitting myself as socialist candidate at the school election. If I had reacted as Mr Evans did, I would most certainly have ended up with as big a persecution complex as he.

More seriously, his disturbed views will never rid any peace initiative and surely, in our dangerous world, he should be looking for chances to lower barriers rather than build them higher. The generation to which he and I belong cannot hope to progress unless we are prepared to widen our political horizons, be flexible in our interpretations and just a little tolerant towards

those who would stamp their feet to the strains of a world famous choir.

JENNIFER VAUGHAN
18 Dickenson Road
Weston-super-Mare
Avon

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

LETTERS

Staff exploited on in-service course

Sir - Wendy Lynch's article on secondment (TES July 27) was a worthwhile and candid report on the delights and traumas of one aspect of in-service training.

My own experiences of secondment have also left me with mixed feelings but for different reasons. I feel somewhat exploited.

I attended a one day a week course for a year during 1982-83 entitled "A Certificate in Computing for Teachers". All the teachers on the course expressed dissatisfaction with the planning, organization, funding and content of the course. I was lucky in one way - in that a teacher was employed to replace me. Some of the teachers were seconded by putting all their free periods on the day in which they were released. The TES teachers simply had their classes scheduled in the evenings. One scale two teacher was actually starting up a computing department teaching CSE and GCE computing while she was still being trained to teach it. Other teachers, I learned, were already teaching computing as a result of their interest and enthusiasm for home computers.

This is education on the cheap. I undertook the computing course largely to gain the insight I felt I needed into the science and industry of computing, in order to write educational computer graphics programmes.

The Microelectronics Education Programme funded my secondment one day per week during 1983-84 in order to do this. Many, many teachers are writing educational software, hav-

ing it published cheaply or simply circulated, or just using it themselves. This work is exhausting, time-consuming and unpaid. I would never have been able to complete my own project without four years of research and development work - the majority of it outside school hours.

A lot of in-service courses are run during the teachers' own free time; in the evenings or at weekends. These are all unpaid, and the expenses are miserly. For the computing course I only got 75 per cent of travelling and subsistence expenses and I had to buy my own textbooks, files and equipment. If I had not bought my own computer most of my homework would have been extremely difficult.

In my work for the MEP I have to buy my own materials and then claim the money back. The i.e.s. laughed when I tried to claim the interest on my Access account.

Meanwhile, due to an administrative bung, two i.e.s. are arguing over who should pay these expenses. I waited from February until July for over £150. I am still owed over £50.

These are only my own experiences. I am sure there are many instances where teachers cannot progress without dipping into their own time and their own pockets.

It is time to speak out against this exploitation.

C J SHAW
19 Woodlands Avenue
Emsworth
Hampshire

Positive effects

Sir - With regard to the feature, "Seconds Away" there is no doubt that the taking of secondment can be a disruptive feature of a teacher's life. However I do not feel that highlighting of three emotive sentences in heavy type does justice to teachers on secondment.

Some of the less positive effects of secondment are only brought about because secondment is so rarely granted, and so seldom occurs during

the average teacher's working life. If more teachers were seconded as a matter of course, and if they could expect secondment several times during their working lives, the "shock effects" would not be felt so keenly. Only if the proffered courses were allowed to deteriorate would there be a corresponding loss of the benefits of secondment to the teacher.

I wish that Wendy Lynch had been able to support her argument that secondment induces broken marriages and personal crises. I was the only person, out of 18 on my course, to undergo a personal crisis of this sort, and cannot blame secondment for what happened. It was coming anyway, and the year was not even a catalyst. I would be willing to bet that more marriages foundered as a result of a tired, bored, insufficiently spiritually or educationally refreshed teacher, having to cope with the same unspeakable odds, in the same old classroom, time after time.

For the record I would like to add that the year for me was long overdue, and much appreciated from a personal point of view, and especially professionally. Teaching is a very expensive job, in terms of knowledge, patience, and affection. No one should be expected, as so many are, to go on giving, without this small chance of at least minimal reimbursement.

J L BANKS
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London NW10

Moral policy

Sir - I am surprised that Mr John Ryder (TES, Letters, July 27), in seeking clarification of my association's policy on corporal punishment, saw fit to cast doubts upon my morals and my logic; resorted to the use of that emotive word "beatings", and delivered a slightly sarcastic sermon on "withdrawal symptoms". It made me wonder if he genuinely does not understand our policy or whether he merely wishes to take an opportunity to publicize his particular propaganda.

In fact, he should be pleased that we have clearly advised our members, in view of the decisions of the European Court and the latest stance of the Secretary of State, to phase out the use of such punishment, although he may object that our reasons are not as righteous as his. We have put in a plea for more resources and "pointed the finger" at parents because we are becoming increasingly concerned about the increase in violent and disruptive behaviour in schools, and feel that cooperation of i.e.s. and parents is essential if this trend is to be reversed. I see nothing illogical and immoral in this policy, and hope that Mr Ryder, both as a teacher and a parent, can now accept the rightness of it.

J H REX
President
National Association
of Head Teachers
Leeds

Night music

Sir - The MSC decides that in order to improve the quality of YTS it should "send in the clerks". This move is worthy of only one reply: "Don't bother, they're here."

C A P CHISHOLM
3 Old Bank
Salthwaite, Huddersfield

Points

'Het' up

Sir - Mr McLeod, dictionary editor, corrected in *Tingo* (TES, July 27),

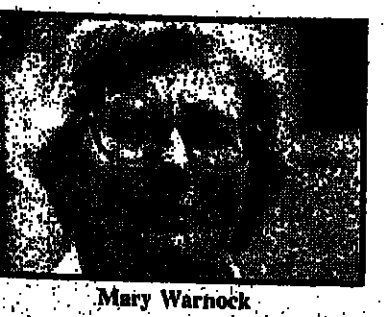
some legends regarding word-origins. In the course of his amusing lesson he remarked "Niet-wit is most unlikely to have any connexion with Dutch (*ik niet wit*). I can only guess that he was trying to write down the Dutch equivalent of *ik weet het niet*. In reality that equivalent is *ik weet het niet*, in which *weet* sounds as well and *niet* rhymes without the *het*, standing for *it*. Whatever Mr McLeod meant with *ik niet wit* and whatever his origins for it are, it certainly isn't Dutch; not even Double Dutch.

LOEK ELFFERICH
Information Office/Edutronics
Town Hall, Rotterdam

Critical year

Sir - Dame Mary Wainwright's comments on teacher training (TES, July 20) were too broad-based to make for detailed debate. But they serve, none the less, to raise an annual problem, namely, new entrants to the profession. These people are walking investments. They have cost thousands to train, and they are the future of our profession. Their first year in school is critical.

The best person to help them is the head of department. He is on the spot and knows the ropes. His chief enemy is time; if he is working a full timetable himself, plus all the rest, his usefulness as regards new entrants will be



Mary Wainwright

coming into the profession for the foreseeable future, may I suggest that the first term at least of a new entrant's first year be seen as a formal extension of his training; that it be properly organized and supervised by his department head; and that the time for an adequate job to be done be created by the allocation of supplementary part-time staff to schools responsible for the induction of new entrants?

Value for money is constantly being impressed upon us. Here, I should have thought, was a clear case in point.

COLIN BUTLER
Senior English Master
Borden Grammar School
Stittingbourne, Kent

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All creatures great and small

Once a teacher... Susan Thomas talks to the animal rights activist, and former primary teacher, Jean Pink

Jean Pink, chairman of Animal Aid, is chic, intense and pin thin. More Jane Austen than Che Guevara, she has that deceptive English rose fragility of best bone china. Her office is cool and light. There are flowers in a pot, a floral date planner on the wall and the most horrific magazines on the desk.

The autumn issue of *Outrage* shows a small, white rabbit, eyes wide, tiny limbs stretched in a spreadeagle by taut cords, enduring the attentions of the vivisectionists. Inside, pictures of battery hens, slaughtered cattle and laboratory monkeys alternate with shots of animal rights workers marching, protesting and fundraising.

Outrage is the magazine of Animal Aid, the fastest growing animal welfare organization in the country and Jean Pink is both founder member and guiding light.

The strange thing is that she was never an "animal lover" in the accepted sense. "Certainly not dotty about them," she says. "I was always interested and kept them in class, though I don't think I would do that now. Nor, during her time in education, did she demonstrate a desire to revolutionize the system. She did, though, believe in rights - women's rights, minority's rights, children's rights and, come to think of it, the rights of animals."

Animal Aid is about rights. First it aims to prevent the abuse of animals, by vivisection, factory farming and fur trapping. And then it hopes to change our perception of animals, to see them as sentient beings with rights, who are at present as exploited by society as women, blacks and the working classes have been for generations.

If all this seems fairly mind-boggling Jean would probably sympathize because it is only eight years since she watched the last departing infant cross the playground, wandered down to the library to look for something a bit different and found her life dramatically changed. What she discovered was Peter Singer's *Animal Liberation* and it was certainly different.

It is a provocative, painful book but it starts innocuously enough, simply citing an eighteenth century philosopher's curious rebuttal of Mary Wollstonecraft's feminist tract, *Vindication of the Rights of Women*. In 1772 Thomas Taylor demonstrated the speciousness of her thesis by showing that if the argument for equality of men and women was true, the same reasoning also applied to rats, dogs and horses. Since this was manifestly absurd, then neither woman nor brute could be the equal of man.

Singer then goes on to detail the cruelties inflicted on animals in the name of commercial profit and scientific research.

"I was appalled by what I learned," said Jean. "I simply couldn't believe I'd reached the age of 40-something and only just discovered what was going on almost under my nose. Until then I'd assumed we lived in a just society - justice certainly doesn't extend to animals."

Animal rightsists maintain that as well as being unethical, our exploitation of animals for food and research actually damages the health of the developed nations by encouraging us to eat too much harmful animal protein, use unnatural methods of husbandry involving chemical sprays and hormone additives and by stressing interventionist, as opposed to preventative, medicine.

At the same time it starves the people of the developing nations of desperately needed cereals which we convert instead into meat for our own use.

"When I read that book I realized that animal rights was at the centre of current environmental and political issues and 'speciesism' as much an issue of the era as sexism and racism."

It was a revelation and no one in the staffroom wanted to know. The reaction surprised her then. It doesn't now.



"So I contacted the animal welfare organizations asking for literature, offering help and expecting action. There was none. They took weeks to reply, the leaflets they sent were useless and I realized that if anything was going to be done, I would have to do it myself."

Letters to the local papers resulted in the formation of a small group of people who set themselves the task of raising public awareness of the issues.

Three years later, driven out by the imposition of "an impossible new maths project" and the sheer volume of work and anti-vivisection leaflets in her home, she left the relative peace of Hadlow village school in Kent to run Animal Aid.

She became an unpaid activist, canvassing irate householders on their doorsteps, leafletting main line stations and organizing marches, vigils and demonstrations outside factory farms, research laboratories and those breeders who supply "specially bred and surgically altered animals for research purposes". The demos were always peaceful and reasonable. The message was put over by the use of heartbreakingly graphic posters and leaflets. It worked.

Seven years on the charity has 12,000 members (75 per cent of them women), an annual turnover of £186,000, a modest suite of offices in the centre of Tonbridge, Kent, and considerable clout in the animal welfare world. It is hard to reconcile all of this with her feeling that she was "perhaps always a bit too highly strung to fit comfortably into primary teaching".

Certainly she is happier now than at any time in her teaching career. She started with D stream Juniors in Shepherds Bush, fled to the suburbs for five years, tried teaching in the forces only to retreat before the monstrous phalanx of British subalterns, did a spell in a highly competitive English prep school and finally made the happy discovery of Montessori methods and village infants.

And in between times she sold expensive china to society ladies, organized an information storage and retrieval system for the Building Centre and managed 18 months out reading philosophy and looking for the Meaning of Life. And she found it, she says, or some part of it, in the writing of Krishna Murti, an Indian religious thinker. She speaks of this quite casually, much as one might describe a week's rambling in the Lakes or a visit to a favourite aunt.

She also became a vegetarian. "Only because I was interested in yoga. Later, when I realized just how much cruelty is involved in eating meat, I was glad."

"We were very naive at first," she said, recalling the early days of the campaign. "We thought all we had to do was get up an enormous petition, take it to the Home Office and the law would be changed."

"We wrote to MPs, directors of laboratories and companies involved in animal experiments and it was all a complete waste of time. We had very little response from the MPs, especially the Tory ones. It's the vested interests in the country which sway politics."

"As for the Church, that was always a dead issue," she said grudgingly. "But then the Christian

religion has no tradition of respect for animals. You just have to look at the history of thought in the Church to see why."

"Christianity owes a lot to the Greeks - a people who worshipped intellect and equated feelings with animals, something uncontrollable and therefore undesirable. In Eastern religions there is more concern for the unity of life - the oneness of intellect and emotion. But in the West, ever since Aquinas said animals have no soul, the Christian church has been about our worst enemy."

And what of its achievements? There have been no changes in legislation yet. "True," she said. "And the latest government White Paper is a dreadful document, constructed as a sop to public concern. And what does it do? It allows animals to be used for a series of experiments instead of being put down after the first."

But when it goes on to say that we should bear in mind that the country derives billions of pounds from the exports of the pharmaceutical industry, it's quite clear who it's written for!

"On the other hand there has been an enormous increase in public awareness. People understand what vivisection is now... when we started not one in seven knew what was involved. There have been several good TV documentaries on the subject and a recent report about the totally unnecessary cruelty involved in conventional methods of slaughter."

It is all cumulative. Greenpeace, the National Advisory Committee on Nutritional Education report on the dangers of eating animal fats, the vegetarian way of life, health and fitness, are all in the news. The only people in the poultry industry to be doing well are the free range farmers and even *The Archers* has devoted a fortnight to the discussion of the pros and cons of debeaking, battery cages, deep litter and the aviary system.

All this, she says, means that people are more receptive to what the campaigners have to say, and more aware of the manipulative power of the food industry. "I do feel we've gingered up the action generally. We do a lot in conjunction with the British Union Against Vivisection and run a youth newspaper with Compassion in World Farming. Nothing is going to stop the movement now."

She sees herself primarily as an educator, public speaking, disseminating information by leaflet and poster campaigns and providing educational material for schools. "We had a very good response to our film 'No Treats for Animals' and the latest thing is an audio-visual package *Animal Rights*, with teachers notes and suggestions for discussion and follow-up topics."

Apart from barring caged animals and dissection in schools would she make other changes in education?

"Oh God yes," she said, at a loss for the first time in the interview, "but I wouldn't know where to start. Smaller groups, better child-adult relationships and a syllabus which followed the child's interests. The present system is too male, too competition oriented, too materialistic, too unaware of the natural world and," she said with feeling, "too much of it is related to a worship of science and a lack of respect for creativity."

Africa is but a drumbeat away... in Bishops Stortford. Sara Parker explores

Down in darkest Bishops Stortford, there is, rather surprisingly, a traditional African village.

"It is a place where children can come and get a taste of African culture. They love it because it's different," says Ghanaian born teacher Felix Cobbson, who founded the Aklowa Centre seven years ago. "They've never heard so much about Africa but they've never had the opportunity to experience it. They've probably seen drums on television but have never had the chance to have a go at playing them."

Situated in the two-acre grounds of an old Essex vicarage, it is now visited by around 3,000 children of all ages during the summer, and staff go out to schools during the winter to run workshops.

Those who come to Aklowa - the Ghanaian word for village - dress up in Ghanaian costume, prepare and eat traditional food, and learn about the African way of life, music, drumming and dancing.

"I'll use what they learn on this visit to encourage them to make a comparison between their own life and how Africans live," said a teacher from a Hertfordshire school, who recently took a group of six and seven year olds to the centre. "I'll be able to ask them questions such as 'how would they like to live in a hut?' or 'would they like to cook outside?' I couldn't have prepared for this - they just have to have the experience."

After studying in London to be an art teacher, Felix Cobbson took up his first teaching post in Harlow, a new town, not far from where the centre is today. At Burnt Mill, the secondary school where he was teaching, he remembers: "I found that the subjects given to children were all based on Western concepts and so in addition to what they were given, I introduced elements of my own cultural background."

It was a gradual introduction, starting with drums and other African artefacts being brought into the classroom for his pupils to paint or draw. Soon, the youngsters were asking to learn how to play the drums, they wanted to make pottery in the African way and print textiles to make costumes for themselves like the rich Ghanaian dress they were shown.

"Their interest was being stimulated and they were beginning to realise that there were other things of interest outside their own country," explains Felix Cobbson. Brought up and educated in Ghana, he came to this country to study in the late fifties.

"In the school where I was taught in Ghana, there wasn't a single white face and yet we studied the British way of life, the language, the history. I feel I had the best of both worlds and when I came to Britain, I had some idea of what life here was all about."

When he first started teaching, few schools were thinking seriously about other cultures, a trend which has only emerged in recent years as the growing needs of a multi-ethnic community became more apparent.

During those first ten years at Burnt Mill, he introduced his ideas not only into art-orientated subjects but also to other classes such as geography and home economics. His influence spread even further, however, when he was appointed director of creative activities at another Harlow school where he introduced African music and dance into the school curriculum and even into the CSE examinations.

Six years later, he decided to devote himself full-time to the Aklowa Centre. He had started it two years previously in 1977 when he had bought the old vicarage at Takeley on the outskirts of the Bishops Stortford, which, ironically, is the birthplace of Cecil Rhodes who wanted to turn Africa pink for the greater glory of Queen Victoria.

Aklowa began with a handful of weekend school visits. Now pupils from more than 100 schools come to spend either a morning or



Photos: Laurie Sparham



AKLOWA

afternoon at the centre during the summer. As well as Felix Cobbson, there are, during this busy period, four full-time and eight part-time staff - all Ghanaians and mostly drummers, musicians and dancers rather than teachers.

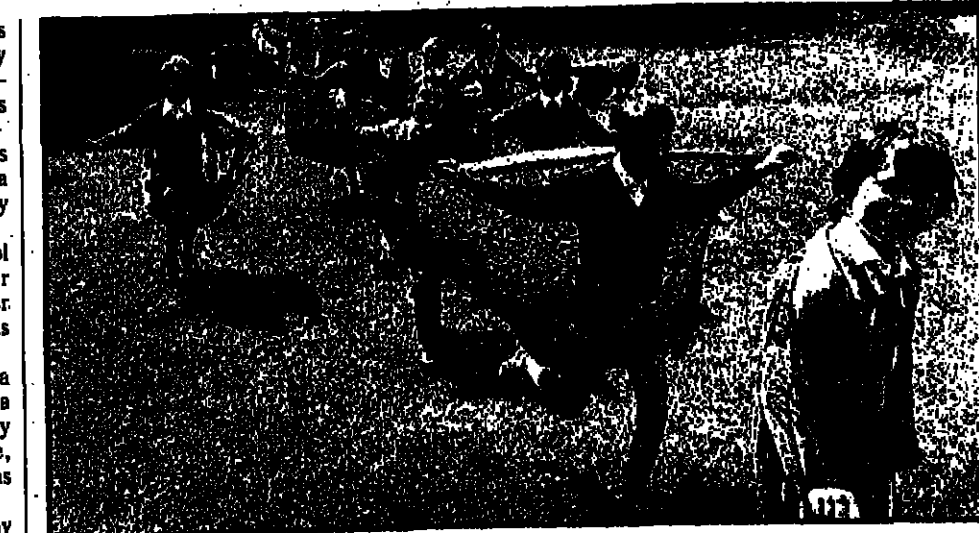
The centre is now part-funded by an Arts Council grant of between £10,000 and £12,000 a year but it was started with the help of money from Felix Cobbson's family in Ghana.

Barbara Carter, from the Hertfordshire school of Watton-at-Stone brought 25 pupils from her top infant class after she heard from another teacher, "what a fantastic experience Aklowa was for the children."

Coming from a school of only 200 children in a small English village, she says: "We're living in a multi-ethnic community today and although my pupils don't feel it in the village where they live, they're going to go out into this community as they grow older."

Felix Cobbson is keen to sweep away any misconceptions of what Africa is like and minimize the differences between cultures. Right at the beginning of the session, he had the children singing a nursery rhyme to a drum backing. He complains about pupils' ideas that Africans live in mud huts or wear nothing but animal skins, pointing out that English country cottages are thatched with straw and made of clay bricks, and that shoes, belts and even coats are often made from animal skins even in today's plastic age.

Before going out to the village, the children



were dressed in Ghanaian costume, large colourful squares of cloth wrapped round them whilst the teacher and her two helpers wore smocks.

Down in the village, with its five thatched houses built of red clay the pupils roasted peanuts and cooked bean flour fritters over a wood fire.

They had a chance to grind flour between stones or pound it in a mortar, to try their hand at the drums and experiment with some simple African dance steps.

Then, it was time to let off steam with a typical Ghanaian game called Ababal, which meant running full tilt with their African costumes held above their heads so they billowed out like balloons, before lunch of beans and fritters, topped with cassava and tomato sauce.

"They probably see the village as a little play-area. I don't think at the moment they think that Africans live in these conditions," says Barbara Carter. "It's going to be up to me to

assure them that people do live in such crowded conditions, sometimes with little food."

With Aklowa as her starting point, she planned to spend the next six weeks introducing an African theme into the lessons. There would be paintings and plasticine models of the village, drums made out of tin cans with polythene stretched over the top and they would write up their experience and even try out some more African recipes.

Felix Cobbson says: "With older children, we go into some depth, particularly in areas where they have expressed interest such as the slave trade, for example. We give them a chance to look at the role of African music, to talk about African costumes and they too dress up. Everyone always dresses up, they love it, whatever their age."

Nearly half the school groups come from multi-ethnic areas where Felix Cobbson feels: "Teachers are more aware. They feel the need to look at other cultures, and they always emphasize how good it is for black kids born in this country to have links with their cultural heritage."

He finds, for example, that most West Indian youngsters who visit Aklowa want to learn more about their roots in Africa and are keen to join in and ask questions.

These questions - whether from these youngsters or their white classmates are rarely answered in books, and this is where, he feels, the strength of Aklowa lies.

Legacy of a good man



Jawaharlal Nehru: A Biography. Volume Three 1956-64. By Sarvepalli Gopal. Jonathan Cape £18.00. 0 224 02216 4.

There is no doubt that virtue is most irritating than sin which is, after all, almost invariably seen as the property of someone else and only enhances the beholder's sense of self-esteem. Virtue, by contrast, invites comparisons that can be invidious.

No statesman of this century had such obvious virtue as Nehru, the first Prime Minister of his country. Under the British, he spent 18 years in prison and survived without rancour. As an international leader his high moral tone discomfited his contemporaries, who probably found cause for envy in his unchallenged position at home and his prestige abroad.

What made him perhaps more difficult for those to live with was that he presided not over a rich and powerful country but one with deep-seated fissiparous tendencies rooted in religion, a caste system, differences in language, and above all, dire poverty.

He was a Socialist who abhorred the strait-jacket of dogma; a democrat who saw the function of democracy as the liberation of the individual. Asked what his legacy to his fellow-countrymen might be, he replied: "Hopefully it is 400 million people capable of governing themselves." Twenty years after his death, India

continues to govern herself democratically and with considerable success in material terms. Nehru's Socialism did not produce a redistribution of wealth. It has been remarked that Nehru provided a Socialist head on a conservative body, but the difficulties were overwhelming and Nehru did enough for several lifetimes.

Professor Gopal, his Minister of External Affairs for 10 years and with unrestricted access to his papers granted by Indira Gandhi, has been affectionate but not uncritical towards his subject. At the end he is inclined to give Nehru the benefit of Rousseau's dictum which described the maker of a Commonwealth as "one who toils in one century so as to reap in another". Nehru, an incurable optimist himself, would surely not gratefully — and hope.

The present volume covers a mere eight years encompassing problems which would surely have submerged lesser, possibly more practical, men. India continued to assert a major influence in international affairs: champion of non-alignment and reasonableness, of a way other than polarizations. At home, industrialization inevitably put growth before equity and Nehru's cooperative impetus in agriculture was not a success. But part of his legacy was a vision of how things ought to be. Others strive to provide the practice but the power of the vision remains to inhibit deviation.

Professor Gopal recognizes Nehru's vulnerabilities: his susceptibility to glib thinking, his excessive open-mindedness, his hawing, his

loyalty to friends and tendency to excuse venality where he thought he saw ability without weighing the two properly. To India, he was indispensable and, it seemed, to the world. When, bowed down by problems, he offered to resign in 1958, disavowal came not only from his Cabinet but from Russia, America, and other nations. The Nehru difference was needed.

The Chinese were more baleful. Their own revolution was not delivering the goods and they sought diversion in a re-assertion of traditional imperialism. India was the victim and was humiliated in the crushing campaign of 1962. Oddly enough, as Professor Gopal recalls, it was China who lost on the international scene. Nehru, to whose hesitancy and innocence defeat was directly attributable, learned that goodwill was not enough. But at home he was unscathed, indeed the Chinese incursion served only to bring about a resurgence of national will.

Professor Gopal's book is well-written and his final analysis, reviewing Nehru's beliefs and flaws is compelling. Social justice, he reflects, remains an objective in India but he is sure of Nehru's contribution: "He consolidated a nation, trained it for democracy, constructed a model for economic development, and set the country on the path to growth." High-mindedness, it seems reassuringly, is not always without its rewards.

Dennis Hackett

The Spoils of Time: Volume 1, From Earliest Times to the 16th Century. By C V Wedgwood. Collins £15. 0 00 211344 2.

Turning from her defined and familiar field, the seventeenth century in Europe, to limitless world history, Dame Veronica presents a personal reading, with no panoply of bibliographic reference. Her book is "essentially a narrative, not a philosophy of history". The spoils of time are those won by men and women of many cultures; their lives may offer lessons for our time, "but if so I leave them for readers to find out for themselves".

There would be no purpose in comparing this brave individual history with today's vast works by teams of scholars (such as the UNESCO *History of Mankind*). This book is for continuous reading, not reference. Perhaps the last comparable work was by H G Wells. He spelt out lessons unhesitatingly, and prophesied also. Dame Veronica understandably prefers the most tentative hint at aspiration for one world which might free men from humanly inflicted suffering, a hope of more than bare survival.

The multifarious narrative is its own *raison d'être*. Though she does not draw moral lessons, Dame Veronica is not afraid of old-fashioned character-judgments appended to the record of political or military action. "Bruce won an overwhelming victory at Bannockburn... (he)

combined the virtues of patience and judgment with the skill to unite a headstrong people." Applied to English monarchs, this style has an inescapable 1066 and All That ring: "The incompetent Edward II was formally deposed. His robust son Edward III occupied his barons by making war in France."

This mannerism does not seem so obtrusive when the narrative moves further from home, and we realize that role-identification is necessary and welcome: "the terrible Shang Yang...," "a masterful young heir... Khusrav of the Immortal Soul..."

Peoples also are identified in this way, and to encompass so much in 378 pages there has to be almost incessant shifting of competitive Greeks, adaptable Normans, restless and tolerant Seljuks, and so on. Spoils can be won by the nameless: the inventor of alphabetic script (a Phoenician), and the discoverer of drought-resistant rice in eleventh century China; the compilers of Domesday Book, and the men who hauled two million blocks of stone to build the Great Pyramid. Those who invented soap (not until the thirteenth century) might have benefited mankind more. Dame Veronica observes, if someone else had not invented buttons, which discouraged undressing in winter.

This book is concerned quite as much with economic and social life as with the political world. Some of its most illuminating pages deal with contacts between separate and dissimilar

cultures, such as those between India and Rome in the early Christian era, or the Japanese adoption of Chinese administration, and Chinese Buddhism, in the seventh century. No mention of Pirenne, or the "new history", but the paths of commerce and patterns of society are pursued across Dark Age Europe and Asia (and pre-Columbian America). Here — as in the chapter on Alexander the Great — the absence of maps is a severe handicap. The pages on Africa's early history seem inadequate in comparison — and not only in the light raised by Basil Davidson; even in 1920 Wells included an index entry for Great Zimbabwe.

When so much intellectual ardour has gone into this ambitious work it is sad that numerical and linguistic confusion is so frequent. Could "M m inhabitants" (for Rome itself, in the early Empire) be an error for 1M? Can we really state that the Etruscans settled in Italy about 1,000 BC? Latin quotations are sometimes odd ("agri in deserti", page 192) and Italian even odder ("in selvaggio oscuro" for the second line of the *Divine Comedy*, "l'amoche muove..." for the last). The "principles of Yin and Yang" (this one frequently repeated); leading singers in early Chinese opera? Or headmasters in the Chou era? We could do without such additional complexities.

Elisabeth Henry

Intellectual ardour



Fissiparous tendencies



Spain: Change of a Nation. By Robert Graham. Michael Joseph £14.95. 0 7181 2359 X.

Whoever wants an introduction to contemporary Spain will find this work most useful. Graham stresses that, as so often in its past, so now too, there is something uniquely Spanish about recent events in the peninsula, that sets the country apart from other European countries where it might seem to superficial view that a similar development had occurred. This peculiarity is that, unlike in these, the change from dictatorship to democracy has not taken place following an uprising that smashed the former and its institutions. It has been, and still is, a transition from the one to the other, in the course of which profound institutional changes have been made in some parts of society, while in others the changes have so far been slight; so that the country presents an anomalous picture of democracy and dictatorship not merely existing side by side in the same body politic, but weaving one into the other. The result is that in some areas democratic forms and practices render, impotent those features of dictatorship that still obtain, in others the reverse holds. At present Spain is a hybrid, and experiences the vicissitudes and discomforts specific to such a condition.

The matter dealt with is clearly set out. It starts with a brief account of the civil war, the nature of Francoism, and the changes it underwent from the time of Franco's seizing power to that of his death. There follows a section dealing with the rise of the middle class, showing how this had begun under Franco, despite unfavourable cir-

cumstances, and brought about virtually irreversible changes in Spanish society, notwithstanding attempts to keep it a military-theocratic state. Next Graham considers "wages, workers and unions". The third part is an examination of post-Franco changes, beginning with the restoration of the monarchy, and the key role played by King Juan Carlos in preventing a return to military dictatorship. The political parties are considered, the army, the Church and the Press and public opinion, a balance being struck in each case between what has been achieved, and what remains to be done, to establish democracy in Spain on a really sound footing.

Following his examination of Spanish society, Graham concludes that the changes that have taken place (which he believes to be irreversible) are so profound that a return to Franco-style society still ardently desired by a minority of extreme Right die-hards, is impossible. This may be so; but it does not preclude the setting up of another sort of dictatorship. Democracy in Spain is no more proof against this than it is in any other Western European or North American country. This is a point Graham does not make, thereby giving an overly optimistic impression of what lies ahead.

One of the further peculiarities of the country is that the notion of "Spain" is more ideal than real. To a Mallorquin, or Catalanian, the official language is known, not as Spanish, but as Castilian, and its primacy resented. The national sentiment in many non-Castilian areas is growing, and it is doubtful if the present granting of some form of autonomy to the regions is going to stem the desire for greater independence. At present,

sections of the Basques are the most pressing and violent in their demand; and the ETA is to Madrid, what the IRA is to London. Exacerbating these differences are differences in the economic development of the several regions, something that has become more marked of late owing to the world recession. The export of unemployed from one region to another in the peninsula and to the Balearics, in particular Mallorca, local labour being undercut and displaced by such immigrants, is a very sore point.

All in all, the future of Spain as a single country cannot simply be assumed. There are undoubtedly strong fissiparous tendencies present which could in principle destroy its unity as a country, no matter what concessions short of independence might be granted the regions. At the moment, one of the most potent influences making for the unity of "Spain" is the Royal family. But one can easily imagine circumstances arising in which this would clearly no longer suffice. More perhaps than in any other Western European country at present, developments in Spain will show to what extent, if at all, centralized democracy is compatible with regional nationalism.

It is a pity that so informative and well-documented a book should not have been more thoroughly gone over. Had it been so, the sprinkling of displeasing journalistic neologisms and night with advantage have been removed, and absurd errors such as "medicinal degrees" corrected. In the production of a book of this price, one has a right to expect more conscientious and careful sub-editing and proof-reading.

Pierre Watter

Warlike Stories: an operetta. By John Burrows and Andrew Dickson. The Drill Hall. Apollo Theatre. A Little Hotel on the Side. By Feydeau. Translated by John Mortimer. National Theatre (Olivier). 42nd Street. By Michael Stewart, Mark Bramble, Harry Warren and Al Dubin. Theatre Royal, Drury Lane.

An operetta about threatened nuclear conflagration seems a contradiction in terms. Ruritania gives place to contemporary Britain in John Burrows' *Warlike Stories* which presents Malcolm and Joyce Tucker (Mr and Mrs Middle-Class) coping with the collapse of public order and private morality once a nuclear alert sets off panic. Mugged for their supermarket purchases, their home sold for a pittance, they follow their daughter's example fleeing to the countryside to find shelter (at a price) in a disused railway tunnel. Reduced to slavery at the hands of local despots, Joyce is killed before the alert is lifted and life can go on. It is a large matter for a small musical with six players and a string quartet. But a plucky cast, with good quadrupling/quintupling of parts, works hard to make it a gripping piece of theatre. Burrows directs, Andrew Dickson's music underlines the drama which hints of Penderecki; Kate Owen's designs (tellingly lit by Jean Tassel) concentrate the action. *War-*

like Stories is worth doing, worth seeing.

Which, apart from its superficial entertainment value, *Corpsel* by Gerald Moon is not. A four-hander comedy thriller set in 1930's London, it involves Keith Baxter in an astonishing series of quick change appearances as Evelyn murdering his brother Rupert — or does he? — again and again. Evelyn is a mad (?) actor given to shoplifting in Fortnum's disguised as Queen Mary. This establishes the drift of the preposterous shenanigans which follow and also gives licence for outrageous overacting — gifted Joyce Grant is way over the top from her first entrance. Milo O'Shea throws away all pretence of being in a play in the middle of Act 2, by which time the audience has either given itself up to laughter or resigned itself to seeing the blithering idiocy through to the end. Americans in the audience whooped with delight.

So they did at *A Little Hotel on the Side*, John Mortimer's heavily Anglicized version of a Feydeau-Desvallières farce. Saul Radomsky's settings are fin-de-siècle Paris at its most elegant and seedy; Dominic Muldowney's music wittily à la française. The rest is about as French as a McGill postcard. Mortimer's script is partly to blame, though the line "I don't care for hanky-panky frankly Pinglet" deserved its round of applause. Mostly at fault is Jonathan Lynn's throw-everything-at-em direction: encouraging the actors in exaggerated acrobatic mugging, coarsening characterisation

(Mathieu's daughters come from St Trinian's), setting too frenetic a pace too early. Peter Glenville's now-starry version *Hotel Paradiso* at the Winter Garden, without lavish settings and a band, but with the gravely, finesse and precision essential to success in Feydeau farce, made word and action credible, memorably funny. Lynn's noisy "oo-la-la" curtain calls sum up the whole self-consciously, knowingly funny exercise. It was done better in 1956.

Better here than I saw it in New York in 1981 is *42nd Street*. David Merrick's hugely costly, successful musical based on the 1930's classic film. Played more for laughs here, it is vocally less assured — Georgia Brown being no match for Tammy Grimes as a dancer but a better actress. Forty pairs of lapping feet lift the curtain to a roaring ovation of delight, and from then on the show is punctuated by cheers and applause. A first-rate company give their all to ensure success. Clare Leach's Peggy ("Ugly Duckling" to overnight star) and Michael Howe's Billy act, sing and dance superbly: their tap-talk duet is sensational. Margaret Courtenay amazes: unerring placing every laugh in the book, she dances and sings with the rest in total command of the stage. Brilliant sets, dazzling costumes, golden odds all make *42nd Street* a heaven for nostalgics and a wow for everyone else: marvellous.

John James

Musical miniature

Wood Magic. A presentation of the life and music of Sir Edward Elgar. By Michael Kennedy. The Medici Quartet with John Bingham (piano), Norman Rodway and Dorothy Tutin (courtesy of the Royal Shakespeare Company). Goldsmith's Hall, Monday July 23.

Personal revelations from letters and diaries, a chamber quartet playing under the glittering chandeliers of the City of London Goldsmith's Hall — surely any composer must be brought to life under such circumstances. But yet it is questionable how much more insight we gain into Elgar the man and his music by isolating one year, albeit an important one, from a lifetime of composing. The evening in the end sold the audience short on the music, inevitably, perhaps, when in order to create a miniature in words and music the latter has to focus on drawing-room music (captivating though items such as the *Chanson de matin* and the *Chanson de nuit* are), and excerpts from chamber works and incidental music, and is forced to leave out references to the monolithic choral works, symphonies and concertos, to say nothing of the patriotic marches. The period 1918-19 was particularly significant for Elgar: it saw the publication of the cello concerto (there was a brief excerpt from this), and three chamber works — the Violin Sonata in E minor, the String Quartet in E minor and the Piano Quintet in A minor, the only work in the concert to be given a

complete performance. It also marked Elgar's return to composing after a break during the war years in which he had concentrated on small scale works, such as, for example, *Starlight Express*, the attractive incidental music composed for a children's play. This was also the period in which the Elgars moved to Brinkwells, a remote cottage in Sussex. Lady Elgar was bored there, but for Sir Edward the spark which had been lacking in London returned when he was surrounded by the woods which reminded him of his early years at Broadheath and the country cottage at Birchwood, where at the turn of the century he had found inspiration for his great choral work *The Dream of Gerontius*. Alice called the compositions of the immediate post-war period "Wood magic... different from anything else he has written". Of the cello concerto she wrote "... real wood sounds that should be in a war symphony". Norman Rodway was convincing as the composer in the autumn of his life, bringing out the alternating moods of optimism and disillusionment that characterize the works written at this time. The portrait also included flashbacks to the early years, punctuated by musical illustrations.

A fascinating glimpse of a very different man from the Elgar of the patriotic marches or the witty *Enigma* Variations. Here we saw him in the Hampstead period, dismissive of his music and reflecting on his bourgeois origins and lack of formal musical training, angry at coming home and finding the house burg-

led. As Alice, Dorothy Tutin had the harder task of representing, in addition, other characters and this tended to distract from the main portrait. The Alice of this version is the dutiful little wife (some of the more embarrassing bits of the Elgars' baby language are included) whose sole aim was to encourage her husband to write "beautiful music", though the extent to which she was able to offer constructive criticism is well brought out. The second half of the programme was devoted to a performance of the Piano Quintet, a truly magical rendering of this marvellously sombre, introspective work that compensates Elgar's creative genius at this time.

There are tentative plans to tour the presentation to schools. As it stands it would be of interest to examination students seeking to explore the composer's music in relation to his life rather than offering any detailed comment on a particular work. To give the entertainment wider educational appeal it would have to include the *Enigma*, which is probably outside the scope of the Medici's plans. The Quartet's repertoire also includes *A Life of Jandek*, and *A Life of Smetana*.

A new recording of the Piano Quintet with an excerpt from *Wood Magic* is available on the Meridian label (EMI). Michael Kennedy's *Portrait of Elgar*, on which the drama is based, is published by Oxford University Press in paperback.

Philippa Davidson

Rhythmic currents

The Coventry Mystery Plays. Coventry Cathedral.

Director Robert Hamlin makes masterly use of the ruins of Coventry's medieval cathedral in his production of the Coventry Mystery Plays revived by the Belgrade Theatre Company after a gap of four years. Keith Miles' text combines the original Coventry cycle with additional extracts from York, Chester, Townley and Ludus Coventry to give a complete narrative of Christ's birth, life, death and resurrection.

Four rough wooden platforms hung with a painted canvas curtain, whose figures catch the spirit of medieval church murals, accommodate the main scenes and cross-crossing between them the actors mingle with the audience. With the arrival of John the

Baptist, the audience is parted to line the long column of the original nave, like the crowd on the banks of the Jordan witnessing the first baptisms. The action is drawn into this long, central, playing area for much of the remainder of the play, focussing concentration and heightening the tension of the drama, which is propelled along on the strong, rhythmic current of the old texts.

The nave becomes a series of fleeting street scenes — the road to Jerusalem on Palm Sunday, the long walk to Calvary and finally a candle lit processional route in which the whole cast, singing a triumphal "jubilate" (one of Eric Watson's original compositions for the production), follow in the wake of Christ, returned from the dead, exiting through the graceful archway of the old cathedral tower. The audience forms part of the

drama; at one moment seeming to be eye-witnesses of biblical events; at others part of the crowd thronging around the stages of the medieval players. Even the tall, metal, ganties for the lights blend against the darkening sky with the walls and columns of the ruined cathedral, and time is blurred by a theatrical director's brilliant sleights of hand.

Ann Fitzgerald

Next week

David Wright on Samuel Johnson: Dick Hook on Kazimierz Brandys' "A Warsaw Diary"



Nixon (Peter Riegert) watches as accuser Chambers (John Harkins) meets Hiss (Edgar Herrmann, right) for the first time.

Delusions

Concealed Enemies. Channel 4, August 22, 9.15-11.25pm and August 23, 9.30-11.40pm.

Committing perjury and admitting to having worked as an underground agent for the Communist Party is not the obvious way to become a hero of the American Right and gain the Medal of Freedom from President Reagan; but a man who keeps microfilm in a pumpkin and sits up all night, every night for a year with a shotgun on his lap, is no ordinary convert to the cause of democracy. Whitaker Chambers was welcomed as living proof of the Communist conspiracy, ready to testify against its corruption of the Harvard-educated, "bright young men" born with silver spoons in their mouths. The bright young man was Alger Hiss, the quotation is from Senator Joe McCarthy.

Concealed Enemies presents the facts of the Hiss case and relishes the film noir atmosphere of homburgs and black limousines against which it unfolded. Where you stand, now as then

Robin Buss

Hellenic show-stoppers

La Belle Hélène. Haberdashers' Aske's Hatcham Boys' and Girls' School. Music by Jacques Offenbach. Libretto by H Meilhac and L Halévy (adapted).

I expected to find at the very least a chorus member or two from a national company or amateur operatic society featuring among the principal singers. The staging of a school performance of a full-scale opera without supplementing the cast with adults and professionals is an ambitious undertaking. Director Peter Tonkin assured me that the only contact with the Royal Opera House was through an old boy now a member of the Royal Ballet; he had advised on some of the dance sequences. Apart from this, the only professional aspect of the production was the spirited tenorwork of the cast, all of whom contributed their enthusiastic best, from Mercury (in the opening beauty contest scene) who had never sung before to the splendid chorus who obviously had.

Every single member acted and sang as though he or she were a soloist at the centre of the stage. I was still worried about the difficulty of achieving a musically satisfying performance without trained singers in the solo parts. Musical director John Skinner believes strongly that it is insistence on excellence that achieves results. Once initial prejudices and inhibitions have been swept away and no one thinks it is silly to appear in an opera, everyone wants to have a go. As in a professional production, inter-disciplinary cooperation plays a key role, from the art department who organize the scenery and costumes to the English department who are responsible for the programmes.

Of the principal singers, Helen (Deborah Bright) coped well with her demanding role, portraying the queen with the face that launched a thousand ships with a brisk good humour rather than as a sex symbol. The success of *La Belle Hélène*, with its feeble story line and corny libretto, depends as much on the actors' ability to get the most out of the character parts as on their singing voices. Calchas, the chief augur, Menelaus, Helen's boring husband, and Nestor, her lady-in-waiting, brought plenty of life to these supporting roles. Nestor having in addition a particularly pleasing voice in the scene where she and Orestes plot to engineer a meeting between the bashful Helen and Paris, her would-be lover. The song and dance routines of Orestes (Jeff Weston) and the mods (Amanda Hooper and Judith Farr) were show-stoppers; so, also, was the scene in Act 3 where Ajax and his two oafish companions, the kings of Greece, bemoan the absence of macho activities. Ajax also gave us some of the best singing of the evening.

The production was devised and rehearsed in a matter of weeks, a "total immersion" for the cast, most of whom were recuperating after their exams. Operatic therapy certainly seemed to be the answer to post-examination lethargy as cast and audience rounded off the term with Offenbach's infectious choruses, wallowing indulgently in his syrupy love songs. Next year, more conventionally, it is to be Gilbert and Sullivan. For John Skinner, these are early days for Haberdashers' musical director; with such excellent raw material more ambitious productions will surely be forthcoming.

P. D.

BOOKS

Cross-currents in feminism

Women Who Do and Women Who Don't. Edited and introduced by Robyn Rowland. Routledge & Kegan Paul £5.95. 0 7102 0296 2.

Contemporary Feminist Thought. By Heather Eisenstein. George Allen & Unwin £9.95. 0 04 301179 9. £3.50. 301180 2.

Women: the Longest Revolution. By Juliet Mitchell. Virago Press £5.95. 0 86068 399 0. A History of Women's Bodies. By Edward Shorter. Penguin Books £3.95. 0 14 02 2518 8.

Women Who Do and Women Who Don't refers to those women who choose to identify themselves with the women's movement and those who choose not to. It is a collection of essays, often aggressively, separately themselves off from it. The book consists, in the main, of a series of "confessions" by 24 women in which they record their experience of womanhood and feminism. An introduction and conclusion by Robyn Rowland, lecturer in social psychology and women's studies at Deakin University, Australia, aim to provide a social background - discussion of the women's movement and its origins, the major issues involved in its struggle, and the anti-feminist backlash - and to delineate the specific issues which divide or unite the women involved - abortion, sexuality, class, race, motherhood and the family.

Women who embrace a frankly liberationist perspective, arguing for the right to be given equal status under

the law, can be intimidated by the radical feminists who call for revolutionary rather than reformist measures. Those whose aim is change within society rather than change of society hasten to dissociate themselves from the movement as they see it now. This conservatism among anti-feminists is founded on a traditional view of biological determinism, that the differences between men and women are innate and thus inescapable.

Among the contributors are both well-known feminist writers and "ordinary women" from various backgrounds. It is a fault - and a fault to which the editor bears witness - that not many young women are included. The relative winding-down of the women's movement as an everyday activist force has to be focused on. Feminism still concentrates on, and draws attention to, women as an oppressed social group, but the partial lift (us some, not all, perceive it) of their oppression seems to be paralleled by an unwarranted complacency among women who have no first-hand experience of the upsurge in the Sixties and Seventies. Certainly, the spirit of rebellion is quashed by economic recession and a threatening political climate; the privatization ethic of Thatcherite Britain has no time for the "Personal is Political" slogan which galvanized women and the women's movement a decade or so ago.

Contemporary Feminist Thought is a discursive treatment of the matters raised in Rowland's book. It provides a historical and critical account of

feminism, principally in America, since 1970. Hester Eisenstein traces the shift in feminist theory from its concentration on the sex/gender debate (when the socially constructed differences between the sexes were judged to be the chief source of oppression) to the development of the "second phase" when the view of these differences began to change; previously second-hand argued for the reduction of the polarization between masculinity and femininity and pointed, explicitly or implicitly, to the replacement of gender polarization with some form of androgyny; now these differences were judged to contain the seeds of women's liberation. This "woman-centred perspective" sought to isolate and define those aspects of female experience that were potential sources of strength and power for women, and, more broadly, of a new blueprint for social change.

By shifting from a focus on sex roles and androgyny to a woman-centred perspective, Adrienne Rich, Nancy Chodorow and others were able to extend and deepen the analysis of the social construction of gender initiated by Kate Millet and Shulamith Firestone. But Eisenstein criticizes recent writers such as Mary Daly and Susan Griffin for their development, and corruption, of the woman-centred perspective which has led them to the potentially reactionary concept of the intrinsic moral superiority of women, thus once more chaining women in the prison-house of biological determinism.

Contemporary Feminist Thought is a discursive treatment of the matters raised in Rowland's book. It provides a historical and critical account of

It is hard to criticize something with which one has such strong ideological connexions, but harder still to build out of those criticisms a positive strategy. In *Contemporary Feminist Thought* Eisenstein shows herself to be more than just the stern-but-sympathetic chronicler of the women's movement; her book has important pedagogic and ideological implications.

Juliet Mitchell's book, which groups together "essays in Feminism, Literature and Psychoanalysis", seems frustratingly half-baked after the acuity of Eisenstein's writing. Bearing in mind the pivotal changes feminism has made recently, there seems less need now to reprint some essays written almost two decades ago. But Mitchell's writing is never uninteresting - it is simply sometimes a bit unyielding.

Edward Shorter's *A History of Women's Bodies* is a compendium of the most lurid and most horrific accounts, meticulously annotated, of gynaecological illness and the pain and trauma of childbirth and its complications through the ages. But the book is not simply a "gynaecological nastiness". Professor Shorter attempts to show that because of the vicissitudes of childbirth, abortion and various diseases, femininity, at least before 1900 or so, was basically a negative concept for most women, and that only when women began to be able to cast off this view of themselves could the notion of the equality of the sexes be properly addressed.

Nigella Lawson

Partyism

Britain's First Socialists. By Ferner Brockway. Quartet Books £3.95.

Who were the Levellers, Diggers and Agitators? Using secondary sources, principally Brailsford's *The Levellers in the English Revolution*, as well as items of personal research, Lord Brockway presents a straightforward and readable account of the revolutionary movements of the seventeenth century, which should be of as much interest to the general reader as the student of history. A chronology of main events from the dissolution of parliament in 1629 to the restoration in 1660 introduces the story of the pioneering socialists and the book concludes with an assessment of their contribution to principles of modern democratic socialism.

Rethinking Socialism. By Gavin Kitching. University Paperbacks £3.95.

The author aims to analyse the shortcomings of current socialist theory and practice and to offer alternatives. He writes for a wide audience and attempts (without always succeeding) to avoid political jargon. His main argument is that advances towards socialism are more likely in conditions of material prosperity with a sophisticated and informed working class than of deprivation: socialist democracy, he believes, is incompatible with poverty. The implications of this for underdeveloped countries are explored. A controversial chapter examines feminist socialism, warning that the movement is in danger of becoming a "ghetto" characteristic of more orthodox Left sects. The author relates his redefinition of socialism to the current political situation in Britain, and an appendix enlarges on some of the theoretical and philosophical issues for those who wish to take the analysis further. Gavin Kitching teaches at the Polytechnic of North London and is a member of the Labour Party and CND.

The British Polity. By Philip Norton. Longman £9.95.

This well organized textbook is aimed at the American student of British politics, but its many illuminating Anglo-American comparisons should prove equally interesting to the British reader. It presents an introduction to Britain and its political culture and history and analyses the main features of contemporary British politics: the constitution, electoral system, levels of government, parliament and the monarchy, the courts and the police and the media. Finally the author, a lecturer in politics at the University of Hull, assesses the strengths and weaknesses of the British political system.

British Government and Politics. By F Randall. M & E Handbooks £2.95.

The third edition of F Randall's handbook for A level students of politics and government has been extensively revised following the 1983 general election. It is based on the A level papers set by the University of London and the Associated Examining Board, but should also be a useful basic text for examinations such as those of CIPFA and BTEC. Its four sections deal systematically in turn with political ideas, institutions, political issues and public administration. Three appendices include a bibliography, advice on examination technique and test papers.

British Politics in Perspective. Edited by R L Borthwick and J E Spence. Leicester University Press £5.95.

Change is the theme of this collection of political essays, which offers lively and provocative supplementary reading for A level and undergraduate courses in British and Comparative Politics. The challenges facing the 1979 election, demands for electoral reform, changing conventions of cabinet government and the role of the executive are among the topics discussed. Britain's relationship with the EEC and conduct of foreign policy are also examined.

Mary Cruickshank

Eavesdropping

Dancing Girls by Margaret Atwood. Virago Press £3.25.

Something Out There. By Nadine Gordimer. Jonathan Cape £8.50. **Australian Short Stories.** Selected by Kerry Goldsworthy. Dent £3.95. **Famous Chinese Short Stories.** Retold by Lin Yutang. Dent £2.50.

A natural, inquisitive fascination with conversations overheard in public, is similarly gratified by the short story. When successful, a short story turns its audience temporarily into eavesdroppers, and has the impact of a sudden shock. Its effectiveness depends on a combination of brevity, impression and exclusiveness. Thus, even descriptions of the most mundane and commonplace events can leave the reader feeling he has witnessed something profound.

Using these criteria, the stories collected here are, for the most part, successful. Margaret Atwood, the eminent poet, playwright and scientist novelist, has in *Dancing Girls* written stories which are fresh and chilly, with the slightly grey and shadowy atmosphere of a hospital corridor. The characters are ordinary people - students, artists, housewives, plane crash victims - who suddenly become aware of others as having separate identities. This knowledge is often unconscious and usually presages some emotional disaster from which they will never completely recover, still less comprehend.

Images of blood, of sacrifice (usually women to men), of infidelities real or imagined, and of dishabed as "training". Atwood has the cynicism of Dorothy Parker but does not use wit as a literary tool: "The park bench scene... was so affecting that I cried, though since I had a horror of being overheard, even in an empty hotel, I timed it to coincide with the radiator."

The author is particularly adept at articulating the collapse of one's private world while viewing any effort to recover it as debilitating. A young man, forced by his family into becoming a doctor, takes a summer job at a camp for the disabled as "training". The self-parody of the campers is a crippling and blistering comment on the attitudes of society to the handicapped. In "The Man From Mars," a privileged, hearty, fairly unattractive female student is made the unwelcome object of a foreigner's obsessive attentions. When they end, abruptly, and without explanation, she is turned into a woman obsessed with their meaning.

Brandon Russell

Documentary comics

Medicine for Beginners. By Tony Pinchuck and Richard Clark. £6.35 (6 007 7. **Peace for Beginners.** By Ian Kellas. 009 3. **Writers and Readers Publishing Cooperative** £2.95 each.

Disarmingly unpretentious in title, these "documentary comic books" are sophisticated in concept, witty in execution and intellectually profound. Though they might initially think, leafing through their pages of cartoons and handwriting with never a printed word in sight. Both deal first with the philosophical history of their topic - early ideas about healing and the body - and then provide scope for certain amount of graphic exuberance. But the deeper in we're led, the harder bites the pen, and we're finally led both times to some very harsh realities indeed.

The perspective is radical, but the concern to present both alternative medicine and alternative foreign policy is matched by a concern for evidence, logic and objectivity. *Medicine* explores ideas about mind and body from the allopathic approach behind conventional scientific medicine, which seeks to cure symptoms by antidotes, to the homeopathic one,

In *Something Out There*, the radical South African writer Nadine Gordimer is less interested in writing as an art than as a political tool. Although rabidly anti-apartheid, she paradoxically avoids making explicit statements, preferring to blur the divisions between black and white. The divisions are there, however, hovering off-stage.

In the title story (which is really a short novel), Johannesburg is terrorized by an apocalyptic creature and by insurgents whom we are expected to approve. Miss Gordimer's involvement is palpable. The prose is slightly sticky, as if she has trouble not expressing herself. The several non-political stories, on the other hand, exhibit greater objectivity, greater control of language and emotion. Here, the characters' gestures are not in conflict with their subversive behaviour.

The *Australian Short Stories*, chosen by the editor to "reflect the three roughly identifiable short-story 'booms' in Australia," contain pieces by well-known and not so well-known writers in chronological order of their birth. They give the impression of being fragments, inadvertently stumbled upon, allowing temporary immersion, and having a life long after the reader has moved on.

Comic, tragic, detached, the range of topics and the varieties of emotion which they traverse cannot disguise their native, almost aboriginal Australianess. Extolling the virtues of loyalty, courage, individualism, brotherhood, if stories have a sex, these are disturbingly male (though not always written by or for men).

The stories from the 1890s and 1900s reflect in their language and style the earlier attempts to extract culture from the harsher, less refined realities of the bush. Sharp, robust, intensely innovative, containing the unexpected twist in plot or description, they are moral without seeming so, romantic in their realism.

In *Famous Chinese Short Stories*, Lin Yutang in typical folklorist fashion re-invents for a western audience some of the classic Chinese tales of adventure, love, satire and humour. (Slightly disconcerting is the turning of money into dollars.) Most of the stories originated in the Tang and Sung dynasties, the romantic/imperialist periods respectively. They praise love and beauty, fidelity and honour to family name. They treasure strength, study and military skill. The Chinese tale is essentially a skeleton, fleshed out and clothed in the moral habiliments required by a particular audience.

Brandon Russell

BOOKS

On terms

Key Concepts in Communication. By Tim O'Sullivan, John Hartley, Danny Saunders and John Fliske. Methuen £9.95. 0 416 34250 7. £4.95. 34260 4.

A carving on the Temple of the Feathered Serpent, Kuchicaco, Morelos - one of the illustrations to the revised edition of *Michael D Coe's Mexico* (Thames and Hudson £12.50), in which recent discoveries, notably that of the temple at Tenochtitlan, are described in fascinating detail.

Persecution

Soviet Psychiatric Abuse: The Shadow Over World Psychiatry. By Sidney Bloch and Peter Reddaway. Gollancz £10.95.

"Anti-Soviet convictions simply cannot exist. Anti-Soviet statements or opinions are the result, either of mental disturbance or of cynicism or of ignorance." Not the trite jibe of a seasoned apparition, but the considered professional opinion of Dr Stanislav Korolev of the Kazan Psychiatric Hospital.

In the last two decades, just under 500 people whose views differed with those of the authorities have been incarcerated in special psychiatric hospitals (SPH). People judged embarrassingly normal by eminent Western psychiatrists were injected with Sulphazin. Others, as the authors relate, suffocated slowly when wrapped in wet canvas. Like the Inquisition, release can only be secured through recantation. Many refuse. Aleksandr Nikitin, a miner who established a trade union to fight for workers' rights was flown 2,000 miles to be interned in an SPH on the Chinese border. The participants in this medieval ritual sometimes construct their own *auto da fe*. Raiza Ivanova, a teacher and Orthodox Christian mother of two, didn't recognize the official church. Arrested, pumped with drugs, interned in Kazan SPH, she hanged herself in 1977. Valery Zaks, a Ukrainian Jew who applied to go to Israel, jumped to his death from the roof of the Dnepropetrovsk SPH.

This important book also concentrates on the campaign of psychiatrists both inside the USSR and outside its borders to condemn and outlaw Soviet practice. It is a fascinating study of the education of professionals, far removed from the political arena. Despite the initial silence of the World Psychiatric Association and the narrowness of some of its officials and supporters, the sense of indignation by dissident Soviet psychiatrists such as Semyon Gluzman and careful research by Alexander Podrabinek gradually lifted the veil of incomprehension from the eyes of many a Western psychiatrist. Indeed, the Soviet Association catalysed this anger by a policy of stonewalling and silence, occasionally coloured by diversionary mumblings of "cold war propaganda".

Diderot. By Peter France. Oxford University Press £7.95 and £1.95. As Peter France acknowledges, Diderot may not entirely merit inclusion in a series on "Past Masters": his charm is only hinted at in the exposition of his ideas and this guide to his work is an excellent encouragement to do so, bringing out the qualities that make him such an engaging writer. Perhaps, as a novelist, dramatist, philosopher, art critic and encyclopaedist, he tried to do too much and left posterity to decide that Rousseau was the more significant figure in the history of the Enlightenment. Conceding that, I still know which of the two I would choose to share a flat with.

Jessica Saraga

Science fact

Machines That Think. The Best Science Fiction Stories about Robots and Computers. Edited by Isaac Asimov, Patricia S Worrice and Martin H Greenberg. Allen Lane £10.95. 0 7139 1685 0.

The theme anthology has become the norm in science fiction; this one is more substantial than most, and could hardly be more topical. The robot has had a generally good press in the genre, lead by Isaac Asimov, creator of the three laws of robotics, which seek to reassure our fears of the machine (he is unabashed by the death of a Japanese car worker in 1981, the first death by robot).

John Wyndham's "The Lost Machine" and Harry Bates "Farewell to the Master" suggest a moral as well as cybernetic superiority in intelligent machines. For the opposition, Walter Miller's "Made You" features a deadly malfunction, and John Brunner's "Judas" extends the theme of Frédéric Brown's "Answer" in postulating a takeover. Philip K Dick characteristically examines the metaphysical

dilemmas of android forms: what divides them from us?

The computer has been seen as more menacing, if capable of manipulating for good, as in Poul Anderson's "Sam Hall", or Murray Leinster's deftly funny "A Logic Named Joe" while Arthur Clarke suggests a kind of evolutionary next-stage in "Dial F for Frankenstein". This essential ambiguity lies at the heart of Robert Silverberg's "The Macauley Circuit", but has no place in the most chilling of all computer fables, Harlan Ellison's surreal "I Have No Mouth, and I Must Scream".

There is much good fiction here, though Stanislaw Lem is an obvious omission. In a world where we are increasingly turning over the running of our societies to machine control, from supermarket checkouts to nuclear defence, and where political and commercial rhetoric may cloud genuine concerns, it can do no harm to be reminded of the possibilities gathered here; not for the first time, science fiction anticipates science fact.

Kenny Mathieson



Young William Acton as an amateur revue actor in Florence in 1915 - one of the illustrations to Harold Acton's *Memoirs of an Aesthete*, which has just been published in paperback by Hamish Hamilton (£3.95).

Clerihew

Learn neither invented nor perfected the clerihew; E Clerihew Bentley did both for the clerihew, defined as "a jingle in two short couplets purporting to quizzicalize the life and character of some notable person". Indeed, Gavin Ewart, introducing *The Complete Clerihews of E Clerihew Bentley* (Oxford University Press £2.95) went so far as to write, "Nobody, much except Bentley has ever written really good clerihews"; certainly, as he says, "Bentley's are sadly disappointing. But since then, as Ewart's *Other People's Clerihews* (Oxford University Press £2.95) shows, plenty of bold attempts have come to light. David Seaman, for instance, improves on Bentley's Henry VIII with his splendid, "Henry VIII avoided bigamy / By a system of serial polygamy / When his fancy ranged / He just chopped and changed." And J G Fairfax is admirably terse and to the point: "Proust / Used / To wear white gloves in bed / Enough said." Easy to write but almost impossible to get right, clerihews started as a schoolboy game, and that is still the level at which their fun operates best.

Neil Philip

Cry of sadness

Darling to Dream. Utopian stories by United States Women 1836 - 1919. Compiled and introduced by Carol Farley Kessler. 0 86358 013 0.

Old Maids. Short Stories by Nineteenth Century United States Women Writers. Compiled and introduced by Carol Farley Kessler. 0 86358 014 0. Pandora Press £4.95 each.

In a certain sense both these collections, *Old Maids* more than *Darling to Dream*, are a cry of sadness and even despair, although they are, for the most part, not sad stories in themselves. *Darling to Dream*, well-titled, is a collection of Utopias depicting imaginary countries where women in radiant health and spirits, enjoying freedom of mind and body, establish sometimes a superior position to that of men; or more happily, partake of the freedom of men have always possessed; and these stories make clear, mostly abused. With the liberation of women from their bondage, a bondage shown to have had a deleterious effect upon men as well as upon the women

themselves - the state of the world in general has taken a leap towards perfection.

The sadness here lies in the contrast between the shackled women who are writing and the women of their imagination, not only freed but born free. How, one might ask, does this set of Utopias differ from those written by men? Are those not as sad? Is not the gap between the actual and the might-be as accurate a gauge of the unhappy conditions in which they were written? The answer is simple. The dominant male wrote about an ideal society where he remained dominant. Here is the deprived and despised half of humanity that is claiming equality and showing how with this equality the condition of the world as a whole is bettered. It is this double theme that stirs the heart. Some of these stories should be considered as reminders that these nineteenth century women saw their liberation not as an end in itself but as a necessary step towards an even finer goal.

Old Maids is more immediately poignant in spite of the note of cheerful resignation that pervades it. Not to be

married, runs the theme, is no crime, no shame: unmarried women can be loved and even admired. And how do they achieve this desirable condition? Certainly not by striking out on a line of their own. All they have to do is devote their lives to charitable works. In general, or run a school, or perhaps more nobly, serve their married friends or aged, sickly parents, filling the role of "noble minded and self-sacrificing" servants. Even in those stories that the compiler claims "praise the single woman and her life of single blessedness" it is done more by showing the misery of unhappy marriages than by extolling the positive glories of an old maid's life. It is notable that the word "spinster" is not once used but always the perjorative "old maid".

The overall picture drawn by the stories in both these volumes is a valuable one for understanding the lot of women in the nineteenth century both in America, where their position seems to have been particularly unenviable, and in England.

Katya Watter

BOOKS

CHILDREN'S LITERATURE

A Dragon in Class 4. By June Counsel. Faber and Faber £5.25 571 13249 9
The Lamp-Post Marauders. By Cella Johnson. Andre Deutsch £4.95 233 97550 0
The Whitch-Child. By Imogen Chichester. Kestrel Books £4.95 7226 58359
The Chocolate Touch. By Patrick Skene Catling. Methuen £3.95 416 49180 4
Merrymole the Intrepid. By Maurice Dood. Hodder and Stoughton £4.50 340 34339 7

The children I teach are between eight and twelve years of age. They ride BMX bikes with gay and anti-social abandon; they come back from the holidays having won prizes at Butlins for singing "My Way" dressed as Hilda Ogden; they sing with special relish that line in the hymn which goes "yielding grassy sod", and we have all learned that the plural of the word "ball" is best avoided in all classroom discourse, whatever the context.

This being so, why are we giving them books about witches and dragons, and children whose worst experience is "oo-er"? Should they not read stories which are more relevant to the world in which they live?

The answer—and I pose the question only because the answer demands constant and tedious reiteration—is that magic, fantasy and fun are essential ingredients in the child's literary diet, and any assumption that children leading gritty lives are crying out for gritty books is based on a miserably false notion of what literature is.

Publishers—I discern—have now begun to relax this principle and are no longer quite so quick to assume the automatic worth of books which tell of multi-ethnic gangs of urban kids searching vandalised garages for stolen steel band pans. Nevertheless, there is still quite a lot of bet-hedging going on, so that there is now a recognisable



"We want our old teapot back! We want everything to be like it was before!" Making wishes can be a serious business, as Danny and his grandparents discover in *Wishwhar*, by Alex Brychta (Oxford University Press £4.95).

genre of children's books in which fantasy and grittiness live uneasily side by side. In such tales dragons inhabit not darkening caverns but primary classrooms, and the little people emerge not from boggy grots (or grotty bogs) but from the bases of suburban lamp-posts (I kid you not). It is a not unpleasant trend, although authors would do well to realize that to stiffen fantasy with lumps of reality does not of necessity improve it. In the end, it is the story that matters.

A *Dragon in Class 4* starts promisingly with the word "Moaching", and then goes on to tell how "Seales", the little dragon helps class four to cope with all manner of familiar problems. Young primary children will find comfort and entertainment in the way that June Counsel give substance and solutions to childish fears by means of a

dragon as real as any of the other little comparisons that children bring effortlessly into being.

The *Lamp-Post Marauders* was dedicated by the late Dame Celia Johnson to the memory of her grand daughter Flora, who sadly died at the age of eight. It is a charming tale, based upon the highly agreeable premise that the little doors in the bottoms of lamp-posts lead to a fascinating and perilous alternative world. It is an unusual book, unaffected and gentle in tone. Dame Celia read it on Radio 4 a couple of years ago, and I would guess that reading aloud would be the best way to present the book to children.

The *Whitch-Child* is in the *Wishwhar* series. The story is lively and entertaining, with delicious villains whose line in invective will delight all eight and nine year olds—"I told

you not to call me names, you two legged jelly-fish!" At times reminiscent of a silent screen melodrama, the tale jumps along—a ghostly ancestor assists the course of justice, an innocent Grandma is rescued from penury and villains get their come-uppance.

Hugo O'Huge is one of a series of Read Aloud books, though it has no apparent special qualifications for being so classified, other than a surfeit of capitalised sound-effects such as "BOOM!" and "POPI!" Hugo, the last giant on earth, is used as a vehicle for something of a pot-pourri of fantasy and story which will please most children in the seven to ten group well enough.

Slightly older children may be drawn to *The Witch Child*, which is a quite lengthy and nicely elaborate story of the growing up in a magical world of the witch-child called "Necromancy". It is written with obvious love of language—"Thick gold rods of sunlight thrust past the bearskin into the cave, and Abigail, slow-witted with sleep, wondered for a moment what they could be." Very many children share this love and will lose themselves in this book for hours.

The *Chocolate Touch* is a straight re-telling in children's terms of the Midas legend. "Mercy!" said Dr Cranium, "I've never seen anything like it! The boy's whole system seems to be chocolatefied so that it chocolatefies everything it touches."

Despite the light touch, the book does not shrink from the ultimate horror of the original and, sure enough, loved ones are stricken into lifeless lumps by the Midas touch.

Personally I think the old story was good enough anyway, and totally intelligible. However, this version is apparently now an established classic in the United States, and it certainly reads very well. Good stories, after all, deserve the widest currency in as many versions as the imagination can devise. This, too, is a Read Aloud book.

Merrymole the Intrepid is the kind of far-fetched farrago which many children thoroughly enjoy. Merrymole, the funny hero, is a book lover who likes to enact the obsession which he gleams from the printed page. In this volume he becomes an amateur Great War Fighter Ace, in a model aeroplane with "Twin Vickers" mounted on the nose. In the fullness of time he uses his sly steed to rescue a frog princess from the clutches of the dreaded Browne-Rat. Stirring stuff.

Gerald Haigh

Spellbound

We in Britain are living through a quiet revolution in dictionary-making which concerns, paradoxically, the way dictionaries show pronunciation.

Of course, dictionaries need to show pronunciation at all. Dr Johnson contented himself with indicating which syllable of a word received the greatest stress. But most English dictionaries do show pronunciation, for, as Henry Cecil Wyld pointed out, English spelling is—or appears to be—*inconsistent, redundant and incomplete*.

To show the pronunciation of go, you can put a diacritic on the o: /gə/. Or you can re-spell the word using an unambiguous and if possible familiar combination of ordinary letters: /goh/. Or you can use special symbols with agreed values. Internationally, the most important system of such symbols is the International Phonetic Alphabet.

Traditionally, British dictionaries have used either diacritics or re-spelling, chiefly because special symbols were considered too hard for the average reader. The quiet revolution is that during the past five years more and more British dictionaries have been changing to IPA.

Earlier on, Wyld had used near-IPA in his *Universal Dictionary* of 1932. *Longman's English Larousse* used it in 1968. But IPA's big breakthrough came in 1979, with the commercial success of the *Collins English Dictionary*. Since then Collins has used IPA in its *Concise* and *Compact* dictionaries (1982, 1984), Oxford in its *Little Oxford* and *Oxford Mini-dictionary* (1980, 1981), and Harrap in its *Mini Pocket* dictionary of 1983. The latest news is that the new edition of the *Pocket English Dictionary* will use IPA, too, as will future editions of the *Concise Oxford* and *Shorter Oxford*.

The same change has taken place in France—but about 10 years before and much more thoroughly. The *Grand Larousse Encyclopédique* got its feet wet in 1960, and by now virtually all French dictionaries use IPA—even the best-selling *Petit Larousse Illustré*. In Australia, the big new *Macquarie Dictionary* of 1981 uses IPA. But in the US diacritics and re-spelling still hold sway except in a few specialized works.

In France, Josette Rey-Debove attributes the revolution to the "pressure of linguists" and the increasing scientific sophistication of readers. In Britain, another factor must be the influence of the EFL learners' dictionary, a genre of British origin and an IPA stronghold since the 1930s.

Besides, British publishers now realize that large numbers of their ordinary English dictionaries are sold abroad, to advanced learners for whom IPA is more useful than modifications of conventional English spelling. In the lapidary formulation of Joyce Hawkins, the *Oxford Mini-dictionary* uses IPA "for international convenience".

Robert Ilson

Think out

Organise Your English. By Ann F Campbell. Hodder and Stoughton £2.95. 0 340 26202 8.

Organise Your English is an excellent book. It is the first EFL material I have come across purporting to prepare students for studying in English which actually teaches them how to write an essay, how to use and understand maps, graphs and the like, how to use process diagrams, understand classification, tree diagrams, rearrange information, use flow charts and so on rather than simply taking these devices as knowledge and techniques which are built up gradually through questions which challenge the student to think out answers and approaches to study. Ann Campbell must also be the only EFL teacher who can produce taped material (to practice and revise textual skills) without claiming to "teach listening".

At mid-late intermediate level, written around eight topic areas with technical bias, it is the ideal companion to a language course for prospective students needing to improve their English. A few native speakers could learn quite a bit from it too.

Susan Norman

Choosing courses

Evaluating and Selecting EFL Materials. By Alan Cummingsworth. Heinemann Educational £4.95. 0 435 28006 6.

The EFL market is apparently now so saturated with books for so many purposes that Heinemann have felt the need to publish a guide for the teacher, on the assumption, presumably, that he or she is too bemused to be able to choose alone. In spite of a lingering suspicion that courses for professional qualifications should inculcate the selective habit and that teachers themselves should be perfectly capable of deciding what best suits their students, it has to be admitted that a collection of evaluation criteria in one volume is not entirely without purpose.

These reservations apart, *Evaluating and Selecting EFL Materials*

achieves what it sets out to do. To the experienced teacher, it will seem to be stating the obvious when it deals with such matters as grading, the presentation of new structures and the significance of socio-cultural backgrounds, but for the student teacher or the teacher trainer it may well have a useful function.

The reader is presented with a comprehensive range of factors to be taken into account when choosing courses and some notes on the background linguistic thinking, as well as a handy summary chapter of basic criteria. The author also makes the important point that "course materials for English should be seen as the teacher's servant and not his master". This is the core of the problem: masterly teachers should not need advice on how to select their servants.

PB

PET practice

Introducing PET. By Ann Lamb and Diana Cavanagh. Cassell EFL £1.95. 0 304 30910. Teacher's Book £1.95. 309117. Cassettes £12.00.

Introducing PET is a book of practice papers for the new Cambridge Preliminary English Test for foreigners at lower intermediate level. It is written by two of the examiners who presumably know what they're talking about. It consists of 12 sample papers which follow the format of the exam. The written test starts with vocabulary and completion exercises and moves on to a passage of connected writing. The listening section asks candidates to choose the most appropriate response

to a series of statements and then answer multiple choice comprehension questions about a longer text. In the spoken part candidates respond to typical everyday situations or spell words. The weighting and administration are explained in the Teacher's Book.

The first six papers are at a lower level than the exam to familiarize students with relevant tasks and topic areas. The second six are at the target level and particularly suitable for practice under test conditions.

As long as teachers recognize the difference between teaching students new language and (as the book does) practising the form of the tests, all prospective candidates should have one.

Paddy Bostock

Specific theme

Reading For Professional Purposes. Studies and Practices in Native and Foreign Languages. Edited by A K Fugh and J M Ullin. Heinemann Educational £11.50. 0 435 107186.

Reading for Professional Purposes is based on a symposium entitled *Reading for Professional Purposes in Native and Foreign Languages*, held at Eindhoven University in August 1982, and comprises a set of papers by researchers in a number of different countries on the problems posed not simply by reading, but more narrowly by reading for specific purposes in foreign languages. It is thus concerned not merely with the increasingly familiar ESP (for Specific Purposes), and focuses on the problems faced, say, by the American engineer wishing to read up on his subject in Japanese, or the overseas lawyer faced with the nightmare of untangling English legislative writing. As such, it is not a book for the mass market, but more likely to be of interest to those concerned with either teaching and translating foreign languages for specific purposes or general linguists wishing to extend into an area on which relatively little research has been done.

It has to be said that *Reading for Professional Purposes* is not an easy read, unless you are familiar with the field. The papers are technical and include diagrams, charts and statistical data from computer analyses; they are also riddled with acronyms, abbreviations and cross-references.

The book is divided, as the Eindhoven symposium was, into three basic themes: basic theory and hypothesis testing; linguistic analysis of texts and teaching and testing materials in the LSP curriculum. Each section is

prefaced by a brief resumé of the papers included in it. With so recent a field of study, it would be foolhardy to expect an accepted body of opinion, and the papers reflect the diversity of attitudes taken and techniques used by their writers. In the first section, there are pieces on verbal behavior (sic) in dreams and its implications for LSP reading, reports of eye movement research, thoughts about psycholinguistic evidence in a cross-linguistic perspective, and a paper called "synthetic discontinuity in legislative writing and its implications for academic legal purposes".

The second section is marginally less abstruse and raises some interesting questions, about the nature of, in particular, scientific texts and the problem faced by those needing to understand or translate them. Much of the research has been concentrated on isolating "constructions" which cause most frequent difficulty. CNPs (Compound Nominal Phrases) for example, or "Complex Terminological Systems" (groups of words which occur together in ways often peculiar to a specialist field), and the difficulty of producing contextual dictionaries in an area where existing lexicons are inadequate.

In the introduction to "Teaching, Testing and the LSP curriculum", the editors say: "Silent reading is, however, not much open to interpretation and so it is not easy to assess how materials are used". This third section, then, reviews such solutions as "mentalistic measures" (using the student as a source of information on personal strategies), "discourse cloze" tests, norm-referenced tests, and points to the relative ignorance among textbook writers of recent reading research.

RESOURCES



Voices from the past

Liz Heron visits the Sound and Video Archive at the London History Workshop Centre

access restrictions are respected, and anyone who donates material has the original returned to them after a copy has been made.

Maggie Millman points out that there's probably a mass of taped

material languishing in schools, perhaps neglected after project work has been concluded. She would be interested to hear from teachers who might be able to contribute tapes: "We'd appreciate a reasonable quali-

ty, but they don't have to be professionally produced—preferably with a transcript, so that there's background to fill in gaps and provide biographical details". She also hopes that teachers will

Self employment

Creating Your Own Work. By Guy Dauncey. Audio careers drama, 25 mins. Price £14.95 for tape, teacher's notes and pupils' notes (plus £1.70 p&p). CRAC, Hobsons Press, Bateman St, Cambridge CB2 1LZ.

This dramatic tale of two enterprising teenagers who "kidnap" their headmaster, truss him up, and drive him in Daddy's borrowed van to the television studios in London to make a

public protest against youth unemployment is the first in a new series. They are all intended to make young people think about possible alternatives to getting paid jobs.

The approach is light and almost frivolous for so delicate a subject. The discouraging statistics are accepted as the starting-point to a number of questions: whose fault is it? should schools and teachers do more to prepare pupils for the world of work? and what else are the young to do with their lives?

The story includes a "pushful" young hitchhiker full of plausible ideas for self-employment: boat-cleaning, babysitting, repairing bicycles or television sets, making films, selling one's own produce from market stalls. His is

the angry voice which insists that there is life on the other side of unemployment. What the young have to learn is to organize their own lives properly, and enjoy them. "Have fun".

Despite this youthful self-confidence, there is no suggestion that it can be easy, especially for the unskilled and unqualified school leaver at whom the tape is aimed. The accompanying teacher's and pupils' notes provide more practical down-to-earth guidance towards self-employment and co-operative ventures. Some hints for realistic self-assessments might help anyone choosing a first, second or subsequent career to see themselves as others might see them.

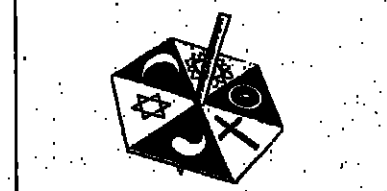
Ruth Elliott

Jews and gentiles

Christianity in Roman Britain. Filmstrip (double-frame format) and notes. Price £4.50. H A B White, 79 Teddington Park Road, Teddington, Middlesex.

Christianity in Roman Britain is one of a number of filmstrips relating to classical studies published by Mr White and his son. Because its compilation and production must have been very much a labour of love it is, at this price, something of a bargain—provided, of course, it is what you want.

Comprising a mixture of photographic and graphic images, it illustrates a range of Christian signs, inscriptions and artefacts from the fourth and fifth centuries. The accompanying notes are scholarly and cautious. When they mention a fish, an early Christian symbol, found incised on the wall of a recently excavated villa, they immediately add a stern note: "We do not show it here because there is no evidence that it is from a



Modern Judaism. By Rabbi Douglas Charing. Filmstrip and audiocassette £11.95 plus £1.79 VAT and 33p post. Audio Learning Unit 1, The Works, 105a Torrington Avenue, London NW5 2RX.

Although this company's products seem formidably expensive (over £14 for a 17-minute tape and filmstrip), *Modern Judaism* is a neat and concise introduction to the practices of that

faith for older students. Rabbi Douglas Charing delivers a measured commentary which explains clearly the fundamental importance of scripture for the Jew, describes the rituals and significance of the various festivals and emphasizes the centrality of the family to the faith. He does not duck the differences between Orthodox and Reformed (or Liberal) Judaism, but expresses the arguments of each in a balanced and unbiased way. He makes the useful points that bar mitzvah is not simply Jewish confirmation, and that Chanukah, though a festival of light, cannot be equated with Christmas. Dietary prohibitions are demythologized and the relationship of home and synagogue is explored.

Although some of the views of synagogue interiors are off-puttingly deserted, the colour photography is generally excellent and there is a good colour balance between frames. If as much care had been spent on the production of the audio element (say by decorating the single voice lecture with relevant music), then *Modern Judaism* might have done justice to the vivacity of the faith and people, and had a much wider appeal. As it is, it is all rather formal and (at this price) must remain something of a luxury.

David Self

notes

SOFTWARE CATALOGUE
Research Machines have published the first of a three-part catalogue covering software on their RML 380Z, 480Z and Chain network. Part one, dealing with primary and middle schools, covers over 200 programs from Research Machines and other publishers. Each program is described in 50-100 words with the price and age range for which it is suitable. Research Machines plan to have parts two and three, for secondary schools and higher education respectively, ready in the autumn.

Research Machines Microcomputer Systems, Mill Street, Oxford OX2 0BW.

BRITISH PETROLEUM PACK
BP Educational Service has recently produced a resource pack for schools and colleges. Available free of charge, it aims to give a clearer understanding of company annual reports and of BP's in particular. It is intended for use by teachers and lecturers in economics and business studies.

Copies available from: BP Educational Service, PO Box 5, Wetherby, West Yorkshire LS23 7EH.

TURTLE TACTICS
A new remote-controlled Turtle for use with the educational computer language LOGO, has been produced by Valiant Designs Ltd.

The new Turtle differs from its best-known predecessor, designed by Seymour Papert, in that it does not have to be linked physically to the computer and can therefore move in a free and more accurate fashion, say its makers. It is also built to look like a Turtle. It interfaces with most computers, including those made available to

make use of the Archive and bring small groups of students to listen to tapes. There have already been A-level students working on special projects: "The Archive is a good place to begin for students who need examples of how oral history work is done. But we'd like to hear about other ways the Archive and materials could be made more useful. Maybe schools would prefer us to take them tapes and talk about recording oral history. We're open to suggestions."

A collaboration with teachers on the production of teaching packs is about to begin through ILEA's history and social science teachers' centre. Tapes will be edited and matched with documentation.

Maggie Millman is keen to emphasize that the Archive should be regarded as an active resource. As well as giving advice and information, it is engaged in its own retrieval projects. One major project is currently documenting remembered daily life in Edwardian London and looking at social differences within the city's different geographical areas. Any existing material that might fit the scope of the project would be welcomed. Another, on London's docklands, is also under way.

The potential uses of oral sources will be discussed at a day workshop the Archive has organized in conjunction with the Centre for Caribbean Studies at Goldsmiths' College. "Teaching Caribbean History" will be held on October 6 and teachers who want to take part should contact the Archive for more details.

All of these activities and projects highlight the growing recognition for the importance of oral testimony as a historical tool. At the same time the Archive acknowledges the need to explore the methods and materials involved in this aspect of reconstructing history so as to reckon with some of the problems of memory as evidence.

Visitors should telephone Maggie Millman for an appointment. A small subscription charge will be made to non-members for use of the facilities. Full details of membership of the History Workshop Centre are available from the Archive.

London History Workshop Sound and Video Archive, 42 Queen Square, London WC1N 3AJ. Tel. 01-831 8871.

schools under the Department of Industry's micros-in-schools scheme, and comes with a user's guide and a copy of Valiant's "Penup" magazine in which teachers suggest ways it might be used.

The Turtle costs £199 from retail outlets and £149 to schools. A review of it and similar devices will appear on these pages soon.

Valiant Designs Ltd, Park House, 140 Battersea Park Road, London SW11.

HOW DID WE GET TO HERE?
Channel 4 have announced that they will be repeating "How Did We Get to Here", a studio discussion about the inside working of the MSC Youth Training Schemes.

Originally transmitted in June, the discussion is being re-edited to fill two half-hour slots on August 30 and September 6, at 6.30pm. There are also plans to release it soon on video.

CALL A COURSE
Radio Capital's "Call a Course" gives anyone the opportunity to ring up and ask ILEA advisers for advice on further education courses. Lines will be open on 01-388 6111 from Monday August 20 to Friday August 31, 3.00-7.00pm (excluding Bank Holiday Monday).

Although Radio Capital says that this is the one opportunity older people have to take advantage of the expertise of schools careers officers, the service is intended primarily for young people leaving school. (Calls will not be put on the air.)

MEDIA



'Tiger Bay' is my home

Black community

Gillian Klein on a history of twentieth-century Britain through the eyes of its black people

People to People: Struggles for Black Community Channel 4, Wednesdays 8.30-9.15pm. Also available on four VHS cassettes (38 minutes each). For hire (£15 each + VAT and postage) or sale (£70 + VAT and postage) from The Other Cinema, 79 Wardour Street, London W1 (tel: 01-734 8508) or Concord Films, 201 Felixstowe Road, Ipswich, Suffolk (tel: 0473-76012).

Channel 4 are broadcasting four films, made in conjunction with Race and Class Productions last year, at prime time on Wednesdays. Unlike their earlier series *Passage to Britain*, in April/May of this year, *Struggles for Black Community* is the voice of the communities themselves.

The films are based on personal testimonies, testimonies by experts in one sense only: they are experts in their own lives. Colin Prescott and his team have co-ordinated the individual testimonies and reports in a way that gives a history of this century in Britain through the eyes of its black community.

Tiger Bay, broadcast on Wednesday, began with one woman recollecting when "Butetown was like home", when irrespective of colour "we were as one". But when hard times hit Cardiff in 1919 there were riots, and in 1920 talk of "repatriation". In 1935 all black seamen and one long retired described the heavy work and harsh conditions on the ships - had to sign on with the police. With unemployment, discrimination raised its head.

But when it came to war, Cardiff's black community played its full part

and many lost their lives: "We didn't join the Africa Corps, we fought right here." Rehousing after the war destroyed much community life but soon this longstanding community found itself, ironically, increasingly a part of the wider black community as racism grew in Britain.

In 1971, the Black Alliance was formed - "something had to be done". Individuals expressed their feelings about it: "There is absolutely no reflection of ourselves in the society... but with the Alliance I could be me." "We've lived here for years and years, and now they're playing the numbers game again."

One woman spoke for the following programmes too: "I grew up with the memory of the race riots and all that my grandparents had been through, so I was prepared for racism." The new communities, Cardiff believes, "are going through what we've already been through."

The struggles of the Punjabis, deliberately recruited in the 1950s for jobs in light industries of Southall, form the second chapter of the story. In "A Town Under Siege" (August 22) men and women speak of their personal experiences of police harassment. The Southall Youth Movement was formed in 1976 by young people who felt they "could no longer rely on their elders" once one of their community had been murdered. During a National Front demonstration in 1979, their centre was wrecked, they tell us, by the police.

Equally crude and violent was the racism encountered by the Afro-Caribbean community in Ladbroke Grove and discussed in "From You Were Black You Were Out" (August 29). These are the words in which one man summarizes the conditions of the 1950s, when rooms to let bore signs "No Irish, no coloured, no dogs". "I can't walk in fear like that. It's no good," says one woman, "that's how we got organized". To protect themselves and their homes from forced entry, to sustain the annual Carnival despite efforts to suppress it, to survive - this struggle is only partly won and still being tenaciously fought.

"A Common History" (September 5) set in Leicester completes the picture. The newer settlers may be from different countries in Asia and the Caribbean but they have of necessity joined in the same struggles against racism. Young black Britons give voice to their rage, to their disappointment that they are not in the sun. A collection of striking images and a man in agony all "go off" simultaneously. *When the Wind Blows* goes from pleasant country

to the continuous singing of a nuclear siren, and also uses the real BBC newscaster Gordon Clough to announce the impending holocaust - an arresting effect kept short, one imagines, to avoid a *War of the Worlds*-style national hysteria.

Sound effects

BBC RADIO PLAYS ON TAPE

When the Wind Blows by Raymond Briggs

Forty Years On by Alan Bennett
A Study in Scarlet by Sir Arthur Conan Doyle, adapted by Michael Hardwick
Night of the Wolf by Victor Pemberton
The Dog It was that Died and The Dissolution of Dominic Doot by Tom Stoppard

Under the Loofah Tree and The Disagreeable Oyster by Giles Cooper
BBC Records, £5.25 each.

In 1982 it was estimated that the BBC's radio drama archive contained over 40,000 scripts, an immense monument to the most ephemeral of dramatic forms. Except in a very few cases, the script is all that will remain of a radio play once it has been broadcast. Only about one in a hundred will be published; surviving recordings seem to be very scarce indeed.

The decision to launch a cassette series "Plays on Tape" is therefore very welcome, as it signals a realization by the powers that be that it is worth preserving, and making available for entertainment and study, what the medium can achieve. The first six have been carefully chosen: they give a spread of the different genres in which radio excels - mystery, horror, fantasy and absurd humour.

The six are not, I think, of equal interest. *Night of the Wolf* uses a lot of simultaneous menacing noises to suggest the ultimate terror, but it stumbles on one of the fundamental difficulties of radio drama - that a person alone experiencing something must describe it for the listener. If he's also suggesting, by inarticulate, that he's frightened to death, you are bound to end up with something like this: "Something touched my neck! A hand - cold, like ice. The mist - it's coming down all around me... There's someone there! Yes, through the mist, down by the lake... Aaagh! NO! Ugh, no, don't touch me - please, PLEASE, don't touch me!"

The use of sound effects in these plays is very diverse, from the sober clip-cloppings of Holmes's Baker Street to the crescendo of effects in *The Dog It was that Died*, when a nervous donkey, a collection of striking clocks and a man in agony all "go off" simultaneously. *When the Wind Blows* goes from pleasant country

sounds to the continuous singing of a nuclear siren, and also uses the real BBC newscaster Gordon Clough to announce the impending holocaust - an arresting effect kept short, one imagines, to avoid a *War of the Worlds*-style national hysteria.

The great delight of the selection are the Stoppards and Coopers. Both writers exploit radio's capacity for handling the logic of the nightmare and the absurd. The Coopers were originally put out in the late 1950s when the BBC's Radiophonic Workshop was in its infancy. They both use the simple, alienating device of speeded up "chipmunk" voices, and though one play is set in a single location (an echoing bathroom) and the other is a frenzied progress from one hostile environment to the next, they both make imaginative use of effects to signal the abrupt transitions on which they depend. Infuriatingly, none of the tapes carries information about the dates of broadcasts, so it is impossible to tell whether these recordings date from the 1950s or from later productions.

All the acting is good, but I particularly like Dinsdale Landon in *The Dog It was that Died* and Peter Sallis in *When the Wind Blows*. It is also wonderful to hear again the performances of Gielgud and Bennett in *Forty Years On*. The lectures by Gielgud on T. E. Lawrence and by Bennett on Virginia Woolf ("she was in a very real sense the tallest writer I have ever known") are exquisite. It is regrettable that Gielgud's lyrical reminiscences at the centre of the play have been made to straddle the two sides of the tape so awkwardly.

Of the other five, the breaks are much more natural. The exact running length of each side of tape is given - and as they are usually around 40 minutes, they could fit well into teaching periods.

Along with the old adage that television amounts to the death of literacy, there is another which says that everyone has forgotten how to listen. The use of these cassettes in classrooms will be a good test of radio's continuing appeal to the imagination. One hopes that future selections may include other "classics" plays by Louis MacNeice, Harold Pinter and Samuel Beckett would be particularly good for teaching purposes.

Lynne Truss

Not just a dose of survival French

The BBC French Kit
Price: £97.75
BBC Publications

The Oxford University Language Centre has adapted the BBC's excellent French course *Ensemble* into a self-instructional kit for adult beginners. It consists of a course book, a reader and eight audiocassettes, all solidly packaged.

It is not just a dose of survival French. Key structures and functions are introduced in careful progression. Exposure to good recorded French is combined with clear explanations, varied practice, regular revision units and self-assessment. The index is comprehensive and the reference section includes useful guidance on pronunciation, linked to a cassette.

The reader has short, authentic extracts, but little guidance is given on reading strategies and sections offensively entitled "It's Worth Knowing" sometimes beg the question, as in the list of 24 cuts of meat of which 1 only recognized seven. The cassettes, however, have entertaining material in clear, controlled French.

Despite the press release, the kit is hardly novel in content or in its mainstream BBC methods, and to claim it could be used for class teaching is misleading. *The French Kit* is not aimed at schools but one copy may be useful for individual study in further or higher education. Adult beginners prepared to part with almost £100 will find it both entertaining and thorough.

David Swain

4 Television Programme Recording

Titles Available for Week Commencing Sunday 19 August 1984

Wednesday August 22
18.30 Splash: Breaststroke free code B

Saturday August 25
14.00 Great Walks: Tarricon. Free code B
(NB. This programme is subtitled for the benefit of deaf viewers)

For More Information Contact:
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 83122

Heavy mileage

Let's Parlez Français
Channel 4
Mondays 6.40-7.00pm.

First there was the Miles Kingston column in *Punch*. Then there was the Miles Kingston series of paperbacks. Now there's the Miles Kingston Channel 4 slot, the latest packaging of *Let's Parlez Français*, a language series with a difference and an expanding industry to boot.

Not many language programmes on television have the money to kick off with Prunella Scales, Russell Grant, Angela Rippon, Cliff Richard and Paula Clark, and a myriad of stars to follow, each set up in an appropriate role and speaking a foreign language throughout. Nor do many have access to the cult following that can be drummed up by humorist Miles Kingston. Would lessons be more fun for pupils if they did?

Let's Parlez Français, for anyone who's unfamiliar with the column or the books, is a light-hearted short-cut to mastering the lingo for "le weekend" in France, where, as the author/presenter puts it, the natives don't speak O-level French; "they speak a very fast kind of postgraduate French with every other word missed out."

The programmes started with a fresh and light touch. Prunella Scales told Russell Grant's fortune. Angela Rippon presented an accident-prone Eurovision Song Contest and got her wires crossed with Yugoslavia; Matthew Kelly ran into a jogging policeman (Peter Purves); "C'est curieux, le croquis que la police avait des motocyclettes et des voitures avec sires."

Peter Purves: Oui, mais nous sommes under-equipped. Le 999 appel est venu, on n'avait plus de véhicules, on m'a dit: 'Run, you blighter, run'. This got Matthew Kelly laughing at last.

Three short dialogues to each 15-minute programme, broken up with simple graphics and a *Parlez Français* song from the group Instant Sunshine (founder member Miles Kingston); short film clips of the presenter introducing familiar sights on the streets of Paris, from artists at Montmartre to telephone kiosks... the format would be familiar to any language teacher, so would the bastardized French.

Beaucoup de fun? Unfortunately not. The freshness of the early comic sketches evaporates. One famous face after another, three sketches a week, 10 weeks in a row, gets a bit tedious. Even celebrities aren't funny when

they're reading autocue hesitantly over a co-star's shoulder, so what seemed easy and spontaneous in the first sketches creeps agonizingly in later ones with sport and literary personalities who just can't act.

Back in the sixties Stanley Baxter had a huge success with "Parliamo Italiano", a parody of the long-running *Parliamo Italiano* series. Language programmes have never really fully recovered as the memory of Baxter still lingers on. But Stanley Baxter's success was to treat an amusing idea as one among many in his variety show; to be dipped into like a magazine or a column or a three-minute read of a paperback in the loo. The problem here is that the idea has been overworked and forced to repeat itself again and again on a 10-week production line.

Gillian Macdonald



Chez la fortune teller

END PAGE

It's not only crazes like aerobics and body-popping that have caused the current explosion in the dance field. New, young audiences are being generated through the often unacknowledged educational work carried out by the four major dance companies - Royal, Festival, London Contemporary and Rambert, with the newer, experimental companies like Extremity following suit. Each has its own education officer and lays on extensive workshop activities to coincide with its touring and London-based work. Perhaps the most innovative, and certainly the most energetic is Ballet Rambert, with its long tradition of financial struggle married with creative pragmatism. Born in 1926 out of Dame Marie Rambert's obstinate flair, the company survived a radical change of direction in the Sixties, when its then director, Norman Morrice, persuaded Rambert to ditch its old style format of classical stars and chorus for a new, all soloist, anti-star system, and an emphasis on modern dance. This move, initially prompted by financial expediency, heralded an influx of revolutionary choreographers, and a more flexible system of lighting and design.

Rambert's latest artistic director is Robert North, ex-Martha Graham, contemporary trained, and with a long history of involvement with the London Contemporary Dance Theatre. The no stars approach is borne out by his unassuming manner with audiences, but watching him teach a class of 14 to 16-year-old London school children on stage at Sadlers Wells, and seeing the relaxed, panther-body transformed in sudden rushes of energy, one realizes he's more of a powerhouse than first meets the eye. Stressing the need in modern dance for attack - "in order to maintain good muscle tone you have to expend a lot of energy" - he zigzags demonically through the dancers, adopting the "go for it" approach, exhorting them to move, cover the space, dare to fall off balance, feel the flow.

To achieve such body control and stamina, the students are taken through a carefully-gear warm-up and set of mobility and dance exercises that point up the essential Graham input: flexible use of back, involving contraction and release, emphasis on floorwork, shifting weight, freer use of space.

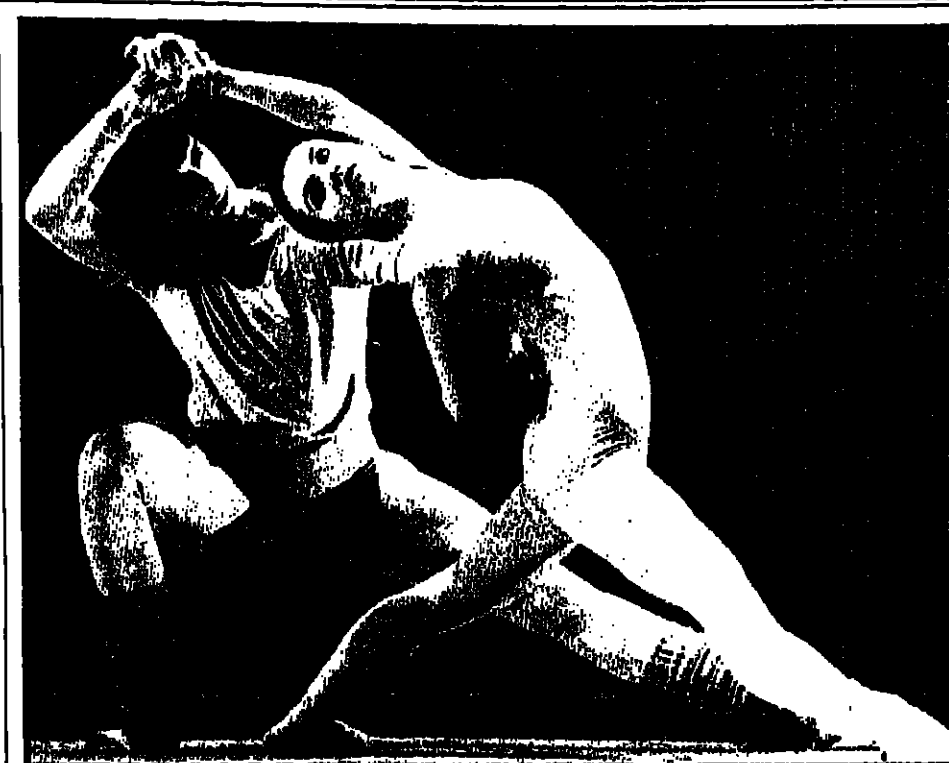
Although the Rambert holds workshop performances of new work by company members, North doesn't see its function as simply spawning a nation of choreographers. "People often feel that choreography is the highest form of creativity. I don't believe that's necessarily true. A dancer's like a musician. There's creativity enough in playing an instrument, refining one's craft. That's self-expression" he told the class. He supports the universality of dance: "Everyone

Playwright John Osborne once described this aim as giving people "lessons in feeling" through his plays. It's an aim that many drama teachers would happily endorse for their subject. There are fringe benefits, too. Drama is a unique tool in language development, a good way of building confidence, and its techniques can be used in virtually any area of the curriculum. There are few secondary schools which currently don't have at least one specialist. A growing proportion of teacher trainees with English as their main subject also have some drama training, themselves experiencing the subject as pupils. It has come of age.

Some teachers would claim that this coming of age is signified by the fact that drama is now an examined subject like any other. At 16-plus there's a range of examinations to choose from. Teachers can write their own Mode III syllabus for CSE or use a Mode I. There's the AEB's OCE O level and O level (Drama and Theatre Arts Alternative) as well as their demanding A level course. Just before Sir Keith Joseph announced his examination merger plans, drama teachers were being asked for their comments on a draft joint examination in Drama and Theatre Arts, prepared by the University of London, the London Regional and the East Anglian examination boards. So perhaps now is a good time to ask the question: should drama be examined?

"Can drama be examined?" is a question that has in a sense already been answered in the affirmative. All the syllabuses mentioned have been running for some time. A broad consensus holds that one aspect of the subject - theatre arts - can be examined objectively with little dispute. But where does educational drama end and theatre art begin?

To try and provide an exact answer to this question in such a short space would be foolhardy. Instead - an example. A teacher asks a class to find out how an argument starts, using improvisation. The process is taken step by step with plenty of time for discussion and individual reflection. The teacher constantly puts challenging obstacles in the way of the process, may join in role, suggest a different viewpoint, asks children what they think. Finally, the group comes up with something so full of youthful insight that the teacher decides to invite Mrs Smith's class in from



Robert North and Catherine Price in "Colour Moves"

'Everyone loves to dance'

Norma Cohen on Ballet Rambert's educational steps

loves to dance. A party's not a party without dancing" - a theory borne out by the fact that most of the girls went out disco dancing every night and trained regularly at Pineapple Studios. One girl had even dashed from a Saturday job in Catford to take part, still wearing her Marks and Spencers uniform to prove it.

Bar one, the class consisted of girls, all drawn from single-sex schools via the Inner London Dance Teachers Association. "We're often seen as a support for those who need us and a possible threat to those who do not value our work. None

the less, we act as a pressure group and our aim is to foster and develop dance in schools, very few of whom teach dance to boys. Acland Burghley, Islington Green and North Westminster Community School are the exceptions" (Maggie Semple, Chairperson).

The Rambert's colourful history was practically clarified in the lecture/demo, "Striking a Balance", an introductory schools performance recently shown during their Sadlers Wells season. To a background of whoops, cheers and screams from an audience of over 1,000, North presented an explanation of the dancer's techni-

Lessons in feeling

Nick Baker on the problems facing those who want to 'assess' advanced work in drama

next door, to watch. As soon as Mrs Smith's first pupil arrives, drama becomes theatre. Broadly speaking, that's the line. Suffice it to say here that there are two ends to the drama/theatre spectrum, with a wide band in the middle in which the two aspects co-exist quite happily, in a way feeding off each other.

The theatre end, still using the example, is easy to be objective about. Some children in the piece Mrs Smith's class watch may be more audible than others. Some will add a characterizing element to what they do. Some may "go over the top" in an attempt to get laughs. Some may enterprisingly ask to add a lighting or sound effect. The quality of individuals' contributions to what has become a performance can be measured. Theatre art is certainly examinable using the three educational criteria of knowledge, understanding and skill.

It's arguable whether educational drama, at the other end of the spectrum, can be so easily assessed. For years, teachers and moderators of Mode III CSE examinations have grappled with criteria like "awareness", "sensitivity" and "self criticism". Most teachers would agree that the skills involved in Mode III CSEs are theatre based, even though they may have been arrived at using "process" drama techniques. Improvisation, the bedrock of educational drama teaching technique, is also a learnable skill that doesn't have to involve the broader experience that encourages "awareness".

Interestingly, the current proposals for the joint GCE/CSE examination attempts to dovetail both approaches. Whether it succeeds or not is open to question.

The syllabus is broken into three parts, two practical (Improvisation and Rehearsed Performance) and one written. One of the proposed syllabus's saving graces is that no formal written examination is involved, unlike most CSE Mode IIIs and all the AEB syllabuses. The educational drama aspect of the proposed examination is very

close to many Mode IIIs. It's teacher marked and moderator assessed and accounts for 30 per cent of the final mark. Among the criteria which should really be in the Rehearsed Performance (ie Theatre Arts) section, teachers are still asked to assess "awareness", "creativity", "sensitivity" and so on. There's a predictable confusion between "role" and "character" and a suggestion that "receptive attitudes" can be assessed.

The Rehearsed Performance aspect is easier to understand, offering candidates and teachers plenty of scope not only for acting but for design and technical skills as well. It's examined rather than moderated and the criteria involved are more straightforwardly linked to theatre skills.

The Documented Coursework aspect includes evaluations of improvisation - again highly subjective and ultimately not necessarily useful - as well as a written unit on the contribution of technical and design skills. As the syllabus requires practical work on one or more from a choice of set texts, one written unit is given over to a report on "workshop" sessions on the play in question. Leaving aside the muddiness of the term "workshop", the choice of texts on offer is very conservative. The ubiquitous *Oh What a Lovely War* is again drummed into service as is Pinter's *Dumb Waiter*. Tom Stoppard seems to be the most modern playwright on the list. The board do promise continual change of the list and teachers can choose from outside it but at least one of the plays must be used. Incidentally, the syllabus doesn't profess an aim to encourage candidates to go to the theatre.

One major problem with the practical examination of any drama syllabus is distinguishing teacher performance from pupil performance. This syllabus proposes that the improvisation section be moderated in the course of a lesson, a sample of six candidates being chosen (without their knowledge) for reference. However, it's often the quality of the teacher's input which is

que - a fusion of the classical and the modern - given by the company in practice dress and highlighted by fragments from current works. These excerpts help to illustrate the major influences on the Rambert repertoire from its inception: the inheritance from Diaghilev with whom Marie Rambert briefly worked; the inspiration of Isadora Duncan's shocking strictures; and the constant input from new choreographers. Richard Alston, Rambert's resident choreographer, acknowledged a legacy in which dances are passed from generation to generation. Nijinsky originally created *L'apres midi d'un faune*; Christopher Bruce, a Nijinsky of modern times and now Rambert's Associate Choreographer, revived it in the late Sixties. "Dancers become like a tube of paint, like notes to a musician," said Alston, who staged an impromptu dance sequence using two of the dancers as artistic fodder to prove his point.

North believes you can't impose a dance discipline over people's heads. After many years' experience of schools residences with London Contemporary, he's still not quite sure what they were doing or why. After all, the company consists of dancers, not teachers, not trained community artists. He's interested in reaching out to the community, pulling dance from its grass roots and giving it back to audiences in the form of a valid theatrical experience. "I learned these steps at a Greek disco," he mentioned casually to the audience in demonstrating the making of his recent work, "Colour Moves", a collaboration with painter, Bridget Riley.

Margaret Potter, Rambert's Education Liaison Officer fresh from London-based community arts work, is pulling in a different direction. She wants to develop the community brief away from just schools and colleges. She'd like to offer workshops to unemployed centres, for example, but feels that Rambert's educational work cannot rest entirely on one-off workshops and backstage tours. She's keen to expand the existing work in schools with a more sustained, long term vision. Dance is already integrated into examination syllabuses, with Christopher Bruce's "Ghost Dances", inspired by the struggles of the South American people and set to music by Billie Holiday, as a familiar study piece. She'd like to see dance video developed, with a film on Rambert's choreographic triumvirate of North, Alston and Bruce for starters. The tension between the elements of meaningful community involvement and the pursuit of artistic excellence is a healthy one and the latest Arts Council nod towards dance as virtually the only growth area will at least give Rambert time and space to hammer out a unified policy.

most important and the fact that a moderator will see the teacher as well as the candidates in action would seem to make objective moderation very hard. The same could be said of the Rehearsed Performance. How does the examiner divorce the quality of performances from the quality of the teacher's choice of material, casting and direction? The AEB panel annually exhort their visiting examiners to urge teachers to play an active part in the turning out of exam work.

Of course, all drama teachers are aware of a "political" need to maintain their subject's status within their school, and many see examinations as a simple solution, despite the (often admitted to) compromise involved. In the lower years of secondary education it's likely that all pupils will have some drama. The reason why drama teachers can't accommodate large numbers of non examination candidates in the fourth and fifth years who have chosen the subject because they like it, is often that the teacher is too busy with his much smaller examination group, as well as having to run extracurricular activities. So the laudable "generalist" aims of therapeutic educational drama gets cut off at around the third year.

Ken Robinson, editor of *Exploring Theatre and Education*, co-author of the report of the Schools Council Drama Teaching Project *Learning Through Drama*, principal author of *The Arts in Schools* and now co-editor of *Arts Express*, may have an answer to the problem, based on abandoning attempts to examine the educational drama end of the spectrum, instead offering broad based Theatre Arts syllabuses for those who want exam certificates. He says the syllabuses would still be able to cover aspects of educational drama, without the necessity of assessing them: "Good teachers always use educational drama as part of the process of working toward theatre skills - you can't divorce drama from theatre."

Robinson's view of the draft syllabus is, like his view of many pure drama syllabuses, scathing: "The educational drama syllabuses have been 'smuggled aboard'. When the syllabus tries to find criteria to assess them it ties itself in knots... we shouldn't need an exam that justifies drama's place as an educational tool... what's the point of sticking a number on a child's back to see how sensitive he is?"

DATE:
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COLLEGES OF F.E.
continued

Other Appointments

WEST MIDLANDS

WEST BROMWICH COLLEGE OF TECHNOLOGY
Wooden Road South
Wynesbury, West Midlands
B69 4JG

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

BURY

METROPOLITAN BOROUGH OF BURY
BURY COLLEGE OF FURTHER EDUCATION
Market Street, Bury BL9 0BG

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

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HARROW

LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION
Market Street, Harrow HA1 1JG

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

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Market Street, Harrow HA1 1JG

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WALSALL

WALSALL COLLEGE OF TECHNOLOGY
St Paul's Street, Walsall WS1 1JG

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

WALSALL

WALSALL COLLEGE OF TECHNOLOGY
St Paul's Street, Walsall WS1 1JG

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University Appointments

UNIVERSITY OF HONG KONG

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
MID-KENT COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

Colleges of Higher Education

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SHROPSHIRE COUNTY COUNCIL

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KINROSS

LENDRECK MUIR SCHOOL
Rumblings Bridge, Kinross

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

APPOINTMENTS

IN SCOTLAND

KINROSS

LENDRECK MUIR SCHOOL
Rumblings Bridge, Kinross

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

GRAMPIAN REGIONAL COUNCIL

MORAY COLLEGE OF FURTHER EDUCATION
210

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

ABERDEEN COLLEGE OF COMMERCE

SENIOR LECTURER III - COMMUNICATION

Applications are invited from suitably experienced persons for the above post. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology. The person appointed will be responsible for the delivery of a course of 10 weeks duration, covering the following subjects: Design and Technology, Engineering and Technology, and Design and Technology.

Thyrside Regional Council

EDUCATION DEPARTMENT PROMOTED POSTS

(A) Lathnot Primary School, by Brechin
(B) Head Teacher

The school is situated in Lathnot, 7 miles due east of Edzell (Off B.988) with a roll of 10 pupils. The Responsibility Allowance is £1323.

(D) Kirkton High School, Dundee
PRINCIPAL TEACHER OF PUPILS WITH LEARNING DIFFICULTIES

(Resp. Allow. £2385)
(P) Perth High School
PRINCIPAL TEACHER OF PUPILS WITH LEARNING DIFFICULTIES

(Resp. Allow. £3414)
(A) MATHEMATICS
TEACHER POSTS

Posts available in various Secondary schools in the Angus Division.

(A) VISITING TEACHERS OF MUSIC
One post at Newville (On A.927) and one post at Arbrogath.

(D) SUPPLY TEACHERS (SECONDARY)
Applications invited from suitably qualified registered teachers in all secondary subjects for inclusion in the supply pool for secondary schools in the Dundee Division with possibility of permanent appointments in Mathematics and Modern Languages.

(P) MATHEMATICS
*St Columba's (P.C.) High School, Perth

(P) PHYSICS
Perth Grammar School

(P) GEOGRAPHY
(With subsidiary subjects)
MATHEMATICS/SCIENCE
Crieff High School, Perthshire

(P) FRENCH
Alyth High School
(N.R. Blairgowrie), Perthshire

Application forms and full details are obtainable, according to post annotations, from:-
(A) Divisional Education Officer, County Buildings, Forfar, DD8 3JF.
(D) Divisional Education Officer, Northgate Centre (Floor 3), 35 Yeaman Street, Dundee, DD1 4BL.
(P) Divisional Education Officer, 8/8 South Meadow Street, Perth, PH1 5PF.

*Applicants for these posts must satisfy the Roman Catholic Church Authorities as to their religious belief and character.
The closing date for receipt of applications is Monday 3rd September 1984.

(3951)

FIFE REGIONAL COUNCIL

EDUCATION COMMITTEE

KIRKCALDY COLLEGE OF TECHNOLOGY

LECTURER 'B' IN ELECTRONIC ENGINEERING

Applications are invited from persons holding a Degree in Electronic Engineering, or equivalent. Industrial experience in one or more of the following fields is essential: Analogue Electronics, Digital Electronics and Control.

Successful candidates will be required to teach on SCOTEC Diplomas and Certificate courses and new National Certificate Programmes.

Salary Range: £7988 to £10,881 with placing according to qualifications and experience.

Application forms, which should be returned by 31st August 1984, can be obtained from the Director of Education, Wemyssfield, Kirkcaldy.

(1951)

MORAY HOUSE COLLEGE OF EDUCATION

Lectureships

Applications are invited for the undernoted 'new blood' vacancies tenable for a period of three years. Appointment to either post will be conditional upon the College securing the selected candidate's secondment. Applicants must have a minimum of five years' teaching experience and be currently employed in a school in Scotland.

LECTURESHP IN EARLY EDUCATION: Evidence of all round ability in the work of the earlier stages of education is essential. Preference will be given to teachers who can offer a special expertise in children's language development.

LECTURESHP IN SPECIAL EDUCATIONAL NEEDS (Non-Recorded Pupils) Primary: Possession of a relevant specialist qualification is desired together with a record of substantial experience in teaching primary pupils with learning difficulties.

Salary scale £8,688 by twelve increments to £13,716 with placing thereon dependent upon present salary.

Further particulars and form of application may be obtained from The Principal, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. The closing date for receipt of completed applications is Friday 31 August 1984.

(3951)

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FINCH LONDON
EDUCATION
AUTHORITY

Applications are invited for the following posts. Salary scales according to the Burman (FE) award: LECTURER GRADE I (and part-time pro rata), on an incremental basis within the range of £5,648-£23,735, starting point depending on qualifications, training and experience.

Subject to formal approval. For all posts, unless otherwise stated, there is an inner London Allowance of 20%.

All posts which are graded Lecturer 1 to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis.

Share is maintained by Mr. H. Brookman, EDWARDS CPD, Room 255F, The County Hall, London, EC1 7PB. ILFA is an equal opportunities employer.

CITY AND EAST LONDON COLLEGE
Bunhill Row, EC1Y 8LG
Department of Applied Social Studies and General Education

PART-TIME LECTURER IN PHYSICAL EDUCATION AND RECREATION STUDIES
A Lecturer is required for a minimum of 6 hours per week to teach a wide range of topics to students on Recreation, Leisure and Sports Leadership courses.

Application forms and further details are available from: Mrs. K. Jones, Department Secretary A.S.S. & G.E., City and East London College, Bunhill Row, London, EC1Y 8LG.

SOUTHWARK COLLEGE
The Priory, SE1 1JG
Department of Catering and Food Studies

PART-TIME LECTURER IN CATERING/FOOD STUDIES
Part-time Lecturer required as soon as possible with experience in Catering to teach in-service courses including Food Studies for welfare courses and other food studies courses including Nutrition Food and Accommodation Studies.

Application forms and further details are available from: Mrs. K. Jones, Department Secretary A.S.S. & G.E., City and East London College, Bunhill Row, London, EC1Y 8LG.

Lancashire County Council
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BURNLEY COLLEGE OF ARTS AND TECHNOLOGY
Shore Bank, Off Omerod Road, Burnley
As soon as possible.

LECTURER GRADE II £9,834-£13,218 p.a.
Forms/further details from/to the Principal at the College, SAE please.

RUNSHAW TERTIARY COLLEGE
Leyland, Preston
As soon as possible.

LECTURER I - BIOLOGY TO 'O' AND 'A' LEVELS
Forms/further details from/to the Principal at the College, SAE please.

Re-Advertisement
ACCRINGTON AND ROSENDALE COLLEGE
Sandy Lane, Accrington

1st January 1985 or earlier if possible.
LECTURER GRADE I - HAIRDRESSING, LADIES' AND GENTLEMEN'S HAIRDRESSING, THEORY AND PRACTICE WITHIN THE RANGE OF CITY AND GUILDS COURSES

Forms/further details from/to the District Education Officer, Education Offices, Ewbank House, Accrington, SAE please. The closing date for ALL the above posts is 30th August 1984.

(3952)

CROYDON COLLEGE

FAIRFIELD, CROYDON CR9 1DX
Tel: 01-888 9271/6

TRAINING DIVISION

Applications are invited for the following posts to commence in September 1984 or as soon as possible thereafter.

Appointments are initially for one year only and subject to provisions.

LECTURER II in Information Technology to develop and teach on Information Technology Courses concerned with Youth and Adult Training and to manage and develop the Division's IT resources.

LECTURER I Business Studies - Team Leader. To lead a team of lecturers providing a range of Youth Training courses, including BTEC General and RSA VOC PREP. In the areas of Office Skills, Retail Distribution, and Personal Sales and Services.

LECTURER I to teach on Information Technology courses for Youth and Adult training schemes and to assist in the development of new courses.

LECTURER I in Retail and Distribution to join a teaching team providing a wide range of Youth Training programmes, including BTEC General and RSA VOC PREP.

The salaries for these posts will be in accordance with the current Burnham Further Education Award and are at present:
Lecturer II - £25,284-£10,380 p.a.
Lecturer I - £27,880-£12,213 p.a.
(Including the London Weighting Allowance)

Further details and application forms may be obtained from the Training Section, Croydon College, Fairfield, Croydon CR9 1DX to whom completed applications should be returned within fourteen days of the appearance of this advertisement.

(1923)

MINISTRY OF DEFENCE

Lecturer Grade I

at Royal School of Military Engineering,
Chatham, Kent

Applications are invited from suitably qualified persons to fill this post as soon as possible.

1. Qualifications required: A degree in Science or Engineering or considerable equivalent experience in electronics and engineering science. Teaching experience in a military environment would be an advantage.

2. General Description of Job: The successful candidate will be responsible to the Head of the Science and Computer Branch and will implement schemes of work down to the Royal Engineers and approved by the Director of Army Training.

3. Main Duties: Lesson preparation, tuition and marking duties in support of:-

(a) Control Engineering and Electronics up to TEC Level III and Engineering Science up to TEC Higher Diploma Level.

(b) Computer programming and Mathematics Courses, at various levels up to TEC Higher Diploma Level.

4. Salary: Will be in accordance with the Scales for Teachers in Establishments for Further Education, England & Wales i.e. £2649-£2735 p.a. (currently under review) plus a pensionable Longer Working Year Allowance of 17% of salary.

5. Superannuation: The appointment is superannuable under the Teachers' Scheme, and will attract civil servant status.

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER.

Application forms and further information may be obtained from Ministry of Defence, CML(S) (L), Room 339, Lecon House, Theobald Road, London WC1X 8RY. Closing date for completed application forms quoting AW 1649, is 14 September 1984.

(3840)

BOURNMOUTH AND POOLE COLLEGE OF ART AND DESIGN

Principal: Tony Marshall
Full and/or Part Time
Lecturer Appointments

Applications are invited for full and/or part-time lecturer appointments in the subjects listed below. The appointments will be either as Lecturer 1 full time or as part-time appointments of approximately 12 hours per week. Applicants should specify whether they seek full or part-time appointment.

Three Dimensional Design/Design Crafts (part-time post)
Graphic Design
Special Design/Interior Design
Technical Illustration
Natural History Illustration
Fashion Design

Detailed job specifications are available from the Senior Administrative Officer, Bournemouth and Poole College of Art and Design, Wellwood Road, Poole, Dorset BH12 8JH. Tel: (0202) 638011.

Closing date for applications Friday 31st August. Interviews will be conducted during the week 10 to 14 September. Posts to be conducted during the week 10 to 14 September.

Salary scales: Full time Lecturer 1 (currently under review) £2649 to £2735; Part time (travelling expenses paid) £1,613 p.h.

(3840)

DORSET County Council

**ASSISTANT TO THE CONTROLLER,
SPORT & ENTERTAINMENT**

The Wembley "Complex" comprises of the Stadium, Arena, Conference Centre and Squash, and the principal activities of the Company are based on the renting out of these buildings and their associated facilities for the

The Controller, who is responsible for all event-related matters in the Stadium and Arena, is seeking an Assistant to help him with his varied responsibilities. This challenging and unusual position includes:

responsibility for the administrative section of the Controller's office, the organisation and administration of the Social Secretariat function and the compilation and presentation of reports, statistics and research material. The Assistant will also be required to undertake relief management duties and to represent the Controller at national and international conferences.

The ideal applicant, preferably aged 23-30, will possess a degree, or similar qualification, in Management, Sport or related subjects, and a strong desire to pursue a career in leisure/sports management. The applicant will be able to communicate effectively at all levels, and possess proven social and negotiating skills.

A salary of c £8,000 p.a. is offered, together with the usual benefits associated with a company of this size.

For further details of the above position, and application form, please telephone Mr G D Josephs on 01 902 8833, Ext.320.

 (192)



Cladine

Cheshire
TEMPORARY EDUCATIONAL
PSYCHOLOGIST
£10,851-£14,253
WARRINGTON

A temporary full-time vacancy is available for a fully qualified Educational Psychologist to join the Warrington District team of the County Psychological Service. The appointment will date from 1st September 1984, or as soon as possible thereafter, for a period of up to four months, pending Internal reorganisation.

Informal enquiries to Malcolm Glaschli, Principal Educational Psychologist (Tel: Chester 802370).

Further particulars and application forms from the

Closing date 28th August 1984.
All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability.

1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

THE INSTITUTE OF BATHS AND RECREATION MANAGEMENT
Training Development

Officer

Applications are invited for the newly established post Training Development Officer at the Institute's Offices Melton Mowbray from suitably qualified persons with relevant experience in the field of training, education and recreation.

Preference may be given to applicants who have completed the Institute of Baths and Recreation Management Examinations.

Salaries will be within the range £9,060-£9,660

Further particulars of the appointment and its service conditions may be obtained from the
Institute's Offices
Giffard House
36/38 Sherrard Street
Melton Mowbray
Leicestershire
LE13 1XJ

Tel: 0684 65531.
Closing date: Monday, 3rd September, 1984.

BRITISH AEROSPACE
Unequalled in its range of job opportunities

Bradford & Wilkey
COMMUNITY COLLEGE

Hampshire SO23 8UG or telephone Winchester (0982) 544
Ext. 476.
Closing date for applications - 31st August, 1984. (38)

THE INSTITUTE OF BATHS AND RECREATION

Closing date for applications - 31st August, 1981

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